



**ACHIEVEMENT**

Achieved 95.77% =  \*\* Only TSAS outcomes measured in 2014-15

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

**Indicator Thresholds**

Green: 80% or greater      Yellow: 70% - 79%      Red: Below 70%

**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.

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

We have met and exceeded our threshold with 95.77% of students passing the Technical Skills Assessment with 189/194 students passing. 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.

Students have demonstrated student learning outcomes by passing the Technical Skills Assessments in Welding, Culinary Art and Baking and Pastry, Nursing, EMT, Business, Allied Health, 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 have formalized a comprehensive process with measurable outcomes and assessments for Southwestern College programs and disciplines student learning outcomes. These program and discipline reviews 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 have developed and implemented 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.

We have completed initial reviews for the following programs and disciplines:

- Art
- Biology
- Business
- Chemistry
- Fire Science
- Geology
- Mathematics
- Music
- Reading
- Physics
- Writing

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

## **FACTORS AFFECTING RESULTS/PROGRESS**

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.

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.

## **BUDGET IMPACT ASSOCIATED WITH FUTURE PLANNING**

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

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

We have been assessing Student Learning Outcomes through the Technical Skills Assessment, and that assessment measures some learning outcomes for CTE programs. However, for the institution we need to determine additional measurements of student learning outcomes. We still need a few months to finalize our measurements. Our intention to use program viability rubrics and outcomes assessment reports assess our assessment processes, but they do not measure student learning outcomes. We will determine by December 2015 tools and measurements to assess student learning outcomes.

*Update 2/26/2016*

The title of the indicator shall read ***Student Technical Skills Outcomes*** effective in 2015-2016 as this more accurately reflects the measurement that occurred over the last two years and is consistent with community college nomenclature for data reported to the state reporting system with other outcomes assessed within two new additional indicators.

As a consistent gauge of how well students are meeting technical skills outcomes, the thresholds reflect prior key performance measurement (KPM) percentages developed for community colleges by the state. While the KPM no longer is reported to the state, assessment of outcomes is a critical component of assessing student success and meeting mission fulfillment and shall remain an institutional indicator. The measurement and thresholds are:

Measured by the percentage of students who pass the Technical Skills Assessments (TSAS) as reported to the State of Oregon Data for Analysis System

Thresholds:      Green: 90%                      Yellow: Between 70% and 89%                      Red: < 70%

## 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 implement the next steps of assessing student learning outcomes by incorporating Program Viability Outcomes Assessment Rubric for Academic Programs by identifying multiple assessments to measure the course outcomes and map course outlines to program outlines through program reviews' Outcomes Assessment Process reports.

## 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 has now mapped course outcomes to discipline/program outcomes and collect and analyze data is specific disciplines through Program Viability Outcomes Assessment Rubric and Outcomes Assessment Processes reports. Because of Office of Instruction program reviews, CTE and LDC will follow similar procedures and deadlines for this coming year.

## Program Review – Assessing Student Learning Outcomes

Each program review includes assessment reports listing all program or discipline student learning outcomes, identifying measureable criteria for those outcomes, providing an example of a specific measurement tool of that outcome, the course that incorporates the outcome, and the time frame for the assessment. Below is an example of the student outcome assessment report for physics. The report identifies the results of the assessment measurement, the analysis or significance of the assessment and its result, and the plan to implement, revise, or discard the assessment.

Outcome 4	Measureable Criteria	Measurement Tool	Courses	Time Frame
Describe the relevance of specific scientific principles to the human experience.	70% of the class will score 80% or better on a test question on traffic engineering.	A test question on the second test.	PH 211	Fall 2014

**Results:** 76% of the class scored 80% or better, 24% of the class scored below 80%.

**Analysis:** The application of Newton's Laws via a well-drawn free body diagram can sometimes be an abstract and daunting task. This type of problem ties it into a real world design situation: how much do we need to bank our highway exit ramp for optimal safety? This kind of "molecular-level" application of the abstract concepts to actual safety concerns is a nice topic that illustrates the necessity of learning the basic concepts in order to become a working professional in the STEM fields.

**Plan:** Continue to integrate as many practical real-world situations as possible without forcing them into the discussion just for their own sake, which would be counterproductive.

Therefore, we have positioned ourselves to develop multiple instruments to assess the completion of student learning outcomes. 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 measurable 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 have been more clearly defined, the next steps included identifying multiple assessments to measure the course outcomes. While departments and faculty were cleaning up their course outlines and assessment measurements, departments also mapped course outlines to program outlines. Each of these disciplines have generated program or discipline outcomes then mapped course outcomes to the larger outcomes.

Once the outcomes and mappings were in place, the time was ready to collect and analyze multiple assessments to determine the achievement of student learning outcomes. We are still in this stage of the process.

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

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## DATA DOCUMENTATION

### ***Documentation Posted:***

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

[https://mylakerlink.socc.edu/ICS/icsfs/SI\\_13\\_StudentOutcome\\_Report\\_2014\\_2015.pdf?target=0fb982d2-feae-4036-8b83-4577753ec8d2](https://mylakerlink.socc.edu/ICS/icsfs/SI_13_StudentOutcome_Report_2014_2015.pdf?target=0fb982d2-feae-4036-8b83-4577753ec8d2)

## 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

The title of the indicator shall read ***Student Technical Skills Outcomes*** effective in 2015-2016 as this more accurately reflects the measurement that occurred over the last two years and is consistent with community college nomenclature for data reported to the state reporting system with other outcomes assessed within two new additional indicators.

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Prior Determination Information: 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)