# Southwestern Oregon Community College

## Success Indicator 41
## Quality Instruction

| **ACHIEVEMENT** | Achieved 100% = |
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**CORE THEME**  Sustainability

**OBJECTIVE**  **S.3:** Southwestern delivers viable quality instruction

**INDICATOR**  **S.3.2: Success Indicator 41 – Quality Instruction**

> Measured by the annual percentage of full-time faculty being evaluated that earn a positive evaluation based on internal faculty evaluation schedule

**Indicator Thresholds**  Green: 95% or greater  Yellow: Between 85% and 94%  Red: Below 85%

**Purpose and Meaning**  Measures the delivery of instructional programs through the evaluation of faculty assessing the quality of the delivery and instruction.

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

There were 26 full-time faculty scheduled for evaluation during the 2014-15 academic year, including 6 faculty up for tenure. Twenty-five (25) of the 26 were evaluated by June 2015 and all received a satisfactory evaluation. The faculty that were evaluated received overall excellent evaluations. The process includes a peer evaluation, a faculty portfolio, an administrative evaluation, a report of yearly service, as well as course evaluations by students.

Seven new full-time faculty were hired for the 2014-15 year. A new faculty mentoring process was implemented to help those new faculty to be successful. The Deans chose a tenured FT faculty in another department to pair up with each new faculty. We had the new faculty and their mentors get together at the end of the fall term and share experiences and answer questions. We plan to implement the mentoring process again next year.

## FACTORS AFFECTING RESULTS/PROGRESS

Factors affecting these results include faculty development programs in place and consistently applying the evaluation process which encourages professional growth and improvement of weak areas. The Deans know that evaluating full-time faculty according to the schedule is a high priority, a necessary part of their job and this will be done each year.

## BUDGET IMPACT ASSOCIATED WITH FUTURE PLANNING

The Deans Team will be working with faculty more closely through the Faculty Development Committee to identify ways to enhance and grow the professional development opportunities for all faculty, full and part time. For 2015-16, an additional $3000 was budgeted for on campus professional development opportunities The Faculty Development committee will determine how to use those extra funds to bring speakers, pay stipends to our staff that will present topics, etc.

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

The change in 2015-16 is to get rid of the current indicator of using faculty evaluation results. Most faculty consistently receive positive evaluations and this is not a good measure of quality instruction. To replace it, we will use the student ratings from the course evaluations. The overall rating by students on the course evaluation shall comprise the measurement. The threshold ranges are based on a 5 point Likert scale with the expectation for at least a score of 4.0 as a healthy indicator. The measurement and thresholds are:

Measured by the student rating of faculty on the faculty survey

Thresholds:   Green = GE 4.0        Yellow =  Between 3.0 and 3.99        Red = Below 3.0

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**Planned Projects**

**Strategic Objective 2 –** Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources
**Projects – S2.12**: Offer and support employee training and credentialing including professional development opportunities for faculty and staff along with a part-time Faculty support plan.
**S2.16**: Develop a plan to provide support, evaluation, compensation, and mentoring to part-time faculty to enhance their connection with the campus community and their contribution to the instructional programs.
**S2.18:** Determine the current culture present in instruction and student services and the culture that is desired and work to close the gap between the two.
**S2.19:** Work with faculty and staff to develop consistent, flexible, multi-tiered professional development options to support instructional excellence, maintain institutional vitality, promote professional/occupational scholarship and training, encourage individual education and personal growth, and improve morale and performance.
**Strategic Objective3 –** Southwestern delivers viable instruction
**Project – S3.1**: Improve quality control of academic offerings through effective course and program evaluation and faculty evaluation

**Unit Planning**

There was a large number of faculty to evaluate in 2014-15 and the process starts in October with the list of faculty to be evaluated to each dean along with the timeline (fall or winter/spring). For Full-time faculty, a peer team is put together following the contract by each dean, in consultation with the faculty member. This is done in the fall for all faculty being evaluated. With so many new faculty starting in 2014-15, the 2015-16 list of faculty to be evaluated will be larger than in previous years.

**Achievement Analysis**

Include data graphs, tables, or other visuals when possible. Provide a deeper analysis of the data and achievement of the indicator in this section – disaggregate data, look at different categories such as gender, location (Coos Curry Online), race/ethnicity, or type of courses as examples and then replace the wording that follows from the prior year.

The first step is to ensure that all faculty on the list for an evaluation receives a thorough and complete evaluation following the negotiated process during that academic year. The evaluation process is detailed in the collective bargaining agreement between the faculty union and the college. It is a rigorous process that occurs each year prior to being tenured, then every three years after tenure is earned. The two academic deans are responsible for evaluating most of the full-time faculty. The Dean of Students evaluates the faculty counselors/advisors in student services, and the Executive Dean of the Curry

Campus evaluates the one full-time faculty member assigned to that campus. The Executive Director of OCCI evaluates the full-time faculty chefs. This process will remain in place until the next negotiating session with the faculty union where this part of the contract is opened up for discussion and possible change.

## DATA DOCUMENTATION

**Documentation Posted:**

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

https://mylakerlink.socc.edu/ICS/icsfs/SI_41_Quality_Instruction_2014_2015.pdf?target=7d658904-78f5-4a27-916d-a205fd946a83

**Data References:**

Office of Instruction files:

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## ABOUT THE DATA

The report and chart information was prepared and coordinated by Dr. Ross Tomlin, Vice President of Instruction and Student Services and Robin Bunnell, Institutional Researcher.

Contributions to the narrative were supplied by Dr. Ross Tomlin, Vice President of Instruction and Student Services.

## DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS

The change in 2015-16 is to get rid of the current indicator of using faculty evaluation results. Most faculty consistently receive positive evaluations and this is not a good measure of quality instruction. To replace it, we will use the student ratings from the course evaluations. The overall rating by students on the course evaluation shall comprise the measurement. The threshold ranges are based on a 5 point Likert scale with the expectation for at least a score of 4.0 as a healthy indicator.

Prior Determination Information: This means of measurement was selected to establish a target for positive faculty evaluations. The faculty evaluation process allows the quality of instruction for individual instructors on a cycle as determined by the faculty contract. The

threshold was set to establish a target of no more than one negative faculty review in any given year.

| Requirements | NWCCU Accreditation; Program Accreditation; Program Review. |

For more detailed information, contact the Institutional Research office - ir@socc.edu