SOUTHWESTERN
Oregon Community College

Mid-Cycle Self Evaluation Report

March 2015

Contents

Introduction

This mid-cycle evaluation report for Southwestern Oregon Community College (SWOCC) in Coos Bay, Oregon, focuses on providing evidence of mission fulfillment, including both an overview of the entire planning process and two examples illustrating the College's outcomes assessment plan. The report concludes with the College's assessment of the work needed over the next few years to have a successful Year Seven report and visit.

Report on Year One Recommendation

The one recommendation SWOCC received from the Year One Self-Evaluation Report in Spring 2013 was "The evaluation committee recommends that the College continue to refine the benchmarks and threshold levels for individual Core Theme success indicators so that in the aggregate, they provide a measure that is more directly correlated with expectations of Mission Fulfillment" (Standard 1.B.2). Accordingly, we have made significant progress in our efforts to insure that our measures of success are accurate and useful to us as we pursue our mission.

The **Core Theme Objectives and Indicators** were originally developed in 2010 with revisions made each year thereafter to adequately assess mission fulfillment and sustainability through a collaborative process that involved the entire campus. Each year all objectives, indicators, measurements, and thresholds are reviewed by the indicator "lead" with input from associated operational units. Based on these reviews, the lead suggests changes, which are reported to the Institutional Managers and the College Council in yearly indicator reports.

In spring and summer of 2013, significant changes were made to indicator measurements. The College also established an assessment threshold for all indicators based on three levels: green: achieved, yellow: minimally achieved, and red: not achieved.

For the 2013-14 reporting cycle a subsequent review of the indicators, measurements, and thresholds, the College made additional changes to the **measurements and thresholds**. Additionally, each indicator report now has a section that explains how the measurement and thresholds were established. These changes strengthen the evidence and validation that the indicators provide.

A complete list of the **Core Themes, Objectives, and Indicators** are posted on the College website and on the **public portal**. Also posted on the portal are the **historical reports** including listings of the indicators and measurement criterion utilized by the College to determine mission fulfillment (previously institutional effectiveness). The College has utilized **indicators of effectiveness** since the early 1990's to plan, budget and make adjustments to programs and services designed to enhance and improve the student learning experience.

Part I further clarifies the current process and changes made in response to the Year One Report recommendation.

Part I

SWOCC has been working to strengthen the linkage between the College Mission and our specific definitions of success, mission fulfillment. This section of the report will describe the College's plan for achieving this alignment.

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

Mission fulfillment has the same definition as in the Year One report, approved by the Board of Education, and is defined as 70% success indicator achievement in each of the Core Themes and for all core themes combined. Success indicator achievement is defined as results reaching the threshold level of achieved (green) or minimally achieved (yellow) range. Red then represents a threshold level of "not achieved." These achievement levels were approved by the Board of Education in February 2013.

On November 19, 2013, the SWOCC Board of Education formally adopted the current Core Themes:
1. Learning and Achievement
2. Access
3. Community Engagement
4. Sustainability

The Mission Statement is directly or indirectly represented in the Core Themes, creating the main alignment between the mission and mission fulfillment. All plans, projects, actions, and resources needed for the College to operate are designed to fulfill the College's mission as they are directly linked to Core Themes and Objectives.

An **annual report** summarizes the status of the College's Mission Fulfillment, displays the aggregate achievement by core theme, and discusses the overarching planned projects that emerged from the review of the success indicator data. An important part of the report is the Mission Fulfillment Success Indicator list and links to the individual reports, which clearly indicate whether Mission Fulfillment has been achieved during the past academic year. Based on these findings, the College designs projects meant to improve next year's achievement ratings. Together with projects identified from the program review process and planned during the budget process, these projects become the **Strategic Plan**.

Assessing Mission Fulfillment. The process for assessing Mission Fulfillment has been evolving since 2010. Both the Institutional Managers and the College Council affirmed the Mission Fulfillment threshold of 70% established in fall 2010. The Institutional Managers group is facilitated by the President and includes most director-and-above managerial positions at the College. The College Council is made up of faculty members and managers and is facilitated by the President. The Council is part of the College governance system and acts as a recommending body to the President and the Executive Team. As part of the continuous improvement process and accreditation standard requirements, the College reviewed its current threshold along with the practices in use at institutions throughout the Northwest region. The set of practices SWOCC then put in place has been adopted by several institutions.

Additional steps to determine Mission Fulfillment were added to achieve two goals. First, the College wanted to establish a procedure to calculate overall achievement (70% of all indicators) as well as core theme achievement (70% of core theme indicators). Second, the College changed from targets to a three-level threshold of achievement status for each indicator.

These steps provide a clear method to calculate achievement of core theme objectives and Mission Fulfillment. The steps also allow us to classify achievement of each success indicator with respect to the associated objective. The Mission Fulfillment threshold was discussed at the Board of Education Retreat held in September 2012 and was vetted in Institutional Managers and College Council meetings held in January and February 2013. The current version was presented at the February 25, 2013, Board of Education meeting.

The College does an annual review of the core themes, objectives, and success indicators to discuss their validity and appropriateness and to make any adjustments felt necessary. The results are presented to the Board. This review was last completed in December 2014. The Institutional Managers group reviewed the SWOCC Core Themes and Objectives and discussed if changes were needed to make them more relevant or valid. The group felt the Core Themes were still valid and represent a strong connection to the College mission, especially since all four core themes are contained within the College Mission Statement. There was one suggested change to Objective 3 under the Community Engagement core theme. The group decided to make the objective more generic by taking "to the Foundation" out of the statement, making the revised objective "Our community members participate and contribute to the College". The Institutional Managers felt the rest of the objectives were still valid for the coming year. Beginning with the 2014-15 review, the use of an **Institutional Effectiveness Evaluation rubric** is scheduled for implementation as an additional means to assess the effectiveness of the indicators and thresholds.

Between December 2014 and January 2015, the Institutional Managers group reviewed all of the **success indicators**, making changes to strengthen the measures and thresholds to provide

more evidence to support mission fulfillment. Fifteen indicators (42%) out of the 36 total success indicators will have changes made to the measures and/or thresholds with another six indicators still pending refinement of the measurement and/or threshold. The group feels this will enhance the validity of the success indicators used to measure the level of Mission Fulfillment at the College. These changes will be implemented for the 2014-15 reporting cycle and will further strengthen the level of evidence to assess mission fulfillment and sustainability. The College's effectiveness in evaluating its own mission fulfillment also requires an assessment tool. A draft **Institutional Effectiveness Evaluation** rubric will be used this summer to assess the mission fulfillment process.

Planning at SWOCC.   A direct result of the planning processes allows the College to create a roadmap to guide the staff in their efforts to meet the core theme objectives and fulfil the Mission. Planning is the collaborative process by which the College develops short-term projects and long-term master plans which are then supported by unit plans/projects and other operational plans/projects (Academic Master Plan, Strategic Enrollment Management Plan, Facilities Master Plan, Integrated Technology Plan, Disaster Recovery Plan, Sustainability Plans). The plans are developed from input provided by faculty and staff during committee and taskforce meetings held throughout the year, as well as from the program review process that includes community and advisory committee meetings.

Projects in the **strategic plans** are derived from the program reviews conducted across campus and from the planning process that occurs at all levels. Planning and project development provide the basis for the administration to allocate resources, adapt to changes in the environment, and coordinate activities leading to fulfillment of the College Mission. This process is illustrated below.

Plan It!   Do It!   Check It!   Adjust It!

- Evidence of improvement based on analysis of results
- Mission Fulfillment Reports

ADJUST   **PLAN**
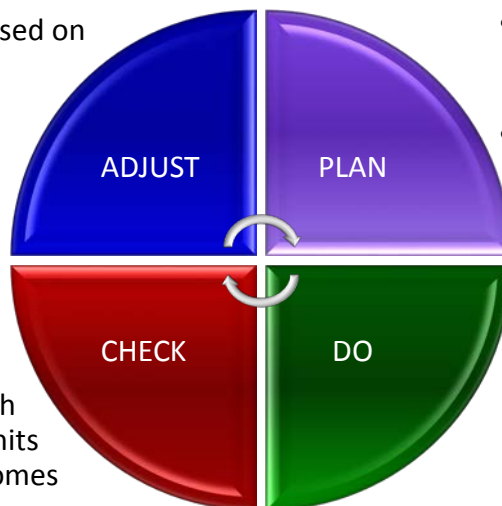
- Strategic, Academic and Operational Projects developed
- Expected objectives and outcomes identified

CHECK   **DO**

- Program and Unit Reviews
- Success Indicators analyzed
- Measures the extent to which the College and programs/units achieve objectives and outcomes

- Resources allocated and projects implemented

The 2014 Southwestern Oregon Community College **Academic Master Plan** provides guidance to the College and specifically to the instructional and student support services units of the College. The Academic Master Plan will provide ongoing assessment, accountability, and continuous improvement measures to guide the future planning and decision making that affects student learning at every level throughout the College. The Academic Master Plan also provides guidance for the budget, technology, curriculum, and facilities plans of the College. The Academic Master Plan is a living document and will be reviewed and updated annually through a collaborative process under the leadership of Faculty Senate to incorporate emerging educational trends and changing needs of students and the College district.

Academic Program Review and Viability. The College implemented a new **academic program review process** and timing in 2013-14. In past years, completion of regular academic program review reports was inconsistent and occurred on a three-year cycle. In 2013-14, all academic programs as well as all operational programs were put on a four-year cycle for program review. A program review template with a consistent set of data was developed and piloted during 2013-14 and implemented for all academic programs in 2014-15.

This year (2014-15), the data sets will be validated when the program faculty write their reviews and analyze their data from the pilot group and the 2014-15 group. The program reviews scheduled for 2013-14 are being completed in winter 2015, and the programs scheduled for 2014-15 will be completed by spring 2015. Even though programs will only complete a full program review every four years, they will run their program review data annually to revise, update, and plan their program goals and projects.

A parallel process was developed and is being piloted in 2014-15 to measure **program viability**. A process used at Umpqua Community College was replicated at SWOCC to quantify the health and viability of academic programs. Data in five different categories, matching some of the data used in the program reviews, were run for all academic programs. The data results in the five categories was compared on a 20 point scale, for a total possible score of 100 points per program. The five categories include:
1. Program Demand
2. Program Outcomes Assessment Progress
3. Program Size
4. Program Productivity
5. Program Cost

A program viability committee will meet with faculty in programs scoring less than 50 points to analyze why the program is struggling and identify extenuating circumstances. A program improvement plan will then be developed and implemented to improve and strengthen the program. The viability of all programs will be measured each fall, and those programs that achieve below the minimum threshold two years in a row are in danger of being closed.

Program review and program viability are closely linked because when program faculty review data each year and make needed adjustments, they will be more likely to understand and plan actions to keep their programs healthy. The College will be changing the measure next year for **Success Indicator (SI) 40: Program Quality and Design** to be the percentage of programs with a program viability score of 50 or more out of 100.

A component of both the Program Review and the Program Viability processes involve an analysis of the student learning outcomes assessment process at the College with all academic programs. Both the Program Assessment Report forms (described below) and the Program Viability Outcomes Assessment Progress Rubrics are part of the academic program review template. Part II below will focus on how the College has developed and implemented a plan to complete the student learning outcomes assessment process with all academic programs and document results, setting up a format to repeat the process annually for continuous improvement. A category of the Program Viability process that uses a rubric to measure the progress of each academic program in implementing the Student Learning Outcomes Assessment Plan is also described below in Part II.

Operational Program Review. Similarly, all operational units of the College are scheduled to complete the operational **program review** process on a four-year cycle. The process relies on a standardized online process to document program review (including assessment) and planning processes within a new software system. The College recently adopted PerformanceCloud through a collaborative evaluation process that was a direct result of assessing the program review and planning processes at SWOCC. Faculty and staff had found that the old system of TracDat failed to provide the required reports needed for the planning processes and was considered an extremely difficult system to document outcomes and develop institutional-level plans.

A **pilot "paper" template** for operational program review was introduced fall 2014 with all operational areas completing the template by early spring 2015 along with an **operational checklist**. Implementation of the online PerformanceCloud process is scheduled for fall 2015. The template currently includes four sections:

1. Mission Statement for the unit
2. Operational Checklist (assesses administrative and compliance requirements)
3. Outcomes, indicators, and thresholds – method to determine unit mission achievement based on data and linked to Core Themes and Objectives
4. Identification of projects linked to Core Themes, Objectives, and other planning documents (projects identified based on data used to determine outcome achievement as well as from the operational checklist and designed to adapt current processes and practices to enhance/improve services)

Projects identified in the academic program review process and the annual review of the operational checklist are integrated into the annual planning and budget processes. The comprehensive review of academic and operational outcomes includes quantitative and qualitative data as well as a review of operational policies and procedures. Program review occurs every four years, and the end product is a report compilation of four years of data, which illustrates the level achieved by outcome and the effectiveness of the unit/department (program, degree, certificate, or administrative/educational support service provided to students). The overall effectiveness of these tools will be assessed this summer as part of the program review pilot processes using the current draft of the **Institutional Effectiveness Evaluation rubric**.

Part II

The core theme most closely related to student learning is Core Theme I—Learning and Achievement. The College has chosen two examples of how it has operationalized its mission and core themes, progressing from indicators to outcomes to mission fulfillment. These examples include an academic program in the Lower Division Collegiate division and one in the Career-Technical Education division. The examples will focus on **Success Indicator SI 13 LA3.2: Student Outcomes'** effectiveness in measuring **Objective LA3: Students demonstrate that they have met institutional learning outcomes**.

The process of compiling this MCE Report has provided the opportunity to analyze the **Success Indicator SI 13 LA3.2: Student Outcomes**. The measure used in SI 13 each year through 2014-15 has been the percentage of career-technical graduates who have passed the Technical Skills Assessment to meet established performance levels.

The College has determined that this is not an adequate measure, especially since it is the only indicator focused on student learning outcomes assessment. The measure was refined to more directly measure student achievement of program and General Student Learning Outcomes (GSLOs). SI 13 will now be 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. Eighty percent or higher would be a green achievement status, 70-79% a yellow, and below 70% a red. Discussion is ongoing on how to further refine the measurement to fully incorporate the GSLOs.

The two programs that will be used as examples are Writing and Business. These two academic programs, one in lower division collegiate and one in career-technical, have followed the SWOCC Student Learning Outcomes Assessment Plan, providing a model for the other academic programs to follow in completing their student learning outcomes assessment plans.

Student Learning Outcomes Assessment Plan

Like most colleges, SWOCC has been working on student learning outcomes assessment for many years and is now putting all the pieces of the outcomes assessment process together. The resulting plan documents the work done by faculty and staff, allowing them to effectively and regularly demonstrate how the College is assessing student achievement of course, program, and General Student Learning Outcomes (GSLOs), all of which determine institutional outcomes. The faculty then analyzes the data to make meaningful changes to outcomes and curriculum to improve student learning. The Student Learning Outcomes Assessment Plan (SLOAP) follows seven steps used to complete the entire cycle of student learning outcomes assessment: first mapping course outcomes to program outcomes to GSLOs, then developing measurable tools and criteria using a program assessment report form to determine how well students are achieving the program/discipline outcomes, and finally improving student learning by making changes based on the data analysis. The SWOCC **Student Learning Outcomes Assessment Process Flow Chart** illustrates this process in a graphic format.

Before this process can be implemented, courses and programs/disciplines must have clear and measurable student learning outcomes. Significant progress has been made toward this goal for all academic courses and programs at SWOCC with 80% of programs and courses updated. The deans are working on the 20% remaining courses, helping faculty restate their student learning outcomes in clear and measurable terms. All academic courses will have clear, measurable student learning outcomes by the 2015-16 academic year.

Even though course-to-program/discipline outcome mapping had been done in the past, most of this work was not clearly documented or updated, and it applied mostly to career-technical programs. The College plans to have the mapping of all programs/disciplines as outlined in the SLOAP completed by 2015-16.

The next steps in the process have not been done at SWOCC using an organized process across all programs. However, faculty have been enthusiastic about getting the entire process fully implemented and documented, so the complete student learning outcomes assessment cycle can be completed and data can be analyzed to show valid results of student learning outcome achievement. Understanding that this process has to be repeated continually over time to measure continuous improvement is an important part of implementing the seven steps.

Besides the two example programs/disciplines illustrated in this report, all programs/disciplines are beginning the process of documenting their measurable tools and criteria for each program/discipline outcome. These tools will then be administered to students to measure the level of success for student achievement of that program outcome. These results will then be used as the new measure of success for **SI 13 LA3.2: Student Outcomes** as mentioned in the

previous section. Then the data will be analyzed and changes recommended to the planning of curriculum/outcomes.

The **Rubric for Evaluating Outcomes Assessment Plan and Progress**, obtained from NWCCU, was used to measure the overall progress of the student learning outcomes process at the College (Winter 2015). This rubric will be checked every fall starting in 2015 to document progress of student learning outcomes assessment at SWOCC. The results of the College rubric evaluation for 2014-15 are as follows:

- *Assessment Planning*: DEVELOPED. SWOCC now has a clear multi-year plan in place and has started to implement it.
- *Assessable Outcomes*: DEVELOPED. All courses by 2015-16 will have clear, measurable outcomes that describe student demonstration of learning.
- *Assessment Implementation*: EMERGING. Some faculty collect evidence and discuss results but there is not yet a consolidated effort to implement this step campus-wide.
- *Alignment*: DEVELOPED. There is definite alignment between curriculum and outcomes as documented in our Instructional Council approval process. The full alignment of curriculum with grading and support services throughout the academic programs is the next step.
- *Valid Results*: INITIAL. Work is starting in our example programs to develop a process for identifying and validating course outcome measures.
- *Reliable Results*: INITIAL. The example programs are developing a process to check for inter-rater reliability.
- *Annual Feedback on Assessment Efforts*: EMERGING. There are discussions with some faculty about assessment of their program outcomes, but there is no consistent process for achieving this across all programs. This will be worked on during 2015-16.
- *Results are Used*: INITIAL. The College now has a template for collecting outcome measure results and analyzing them to make changes to improve learning. The two example programs will pilot this process in fall 2014 and winter 2015. Then training will occur to incorporate the process in the other programs.
- *Planning and Budgeting*: EMERGING. Some career-technical programs do a good job of connecting outcomes progress with budget requests, but there is not a College-wide process for achieving this at present. A process is currently being implemented with all programs as part of the College's revised program review process that was described at the end of Part I of this report.

As of winter 2015, the rubric results for all of the academic programs combined shows a 33% attainment of "Developed" or "Highly Developed." The College wants to show progress on this result every fall until all programs attain "Highly Developed" in all categories. During 2015-16, the College will discuss making this a new success indicator.

As noted above, the College also developed a **rubric to assess Program Viability**. It is also tied to Program Review and measures the progress of each program/discipline in implementing its full Student Learning Outcomes Assessment Plan. This is the second of the five measures used, "Program Outcomes Assessment Progress." Each program/discipline is scored on a scale of 1-20 points. This provides a clear and consistent measure of progress in Student Learning Outcomes for each program/discipline. As of winter 2015, the following results were tabulated:

- The average score of all 33 academic programs combined was 14 points (70%). The goal is to improve on this average score by the 2015-16 academic year.
- The percentage of academic programs that scored 14/20 points (70%) or higher as of winter 2015 is 52% (17/33 programs). The College goal is to have at least 70% of the programs at 70% or higher on the rubric by fall 2015. The College will also discuss making this measure into a new success indicator over the next year.

Example 1: Outcomes Assessment Plan with Writing Program

SWOCC is committed to ongoing Student Learning Outcomes Assessment. The deans of Career Technical Education (CTE) and Lower Division Collegiate (LDC) divisions regularly provide faculty training and workshops in student learning outcomes assessment and evaluation.

The LDC division is currently working on the formal Student Learning Outcomes Assessment Plan with the full-time faculty. Since LDC does not have programs like CTE, LDC has chosen to group outcomes according to academic disciplines. The Writing Discipline represents the work that is happening across the division.

The writing department began by identifying four writing discipline outcomes. Students will do the following:

- Use multiple writing strategies 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.

The seven steps of the Student Learning Outcomes Assessment Plan were then followed for the SWOCC Writing Discipline as **Example 1**. The process of using the Student Learning Outcomes Assessment Plan template for steps 4-7 of the Plan has given the College a consistent format to document tools measuring how well (to what level of success) students are achieving a specific discipline outcome. The data obtained from giving the tool to students allow the faculty to determine how well the discipline has been achieved and indicates needed changes to the outcome or tools to improve learning. This process is illustrated in Example 1. Another key

learning is that using multiple measurable tools for the same discipline outcome adds validity and reliability to the results and strengthens the analysis on needed changes.

Example 2: Outcomes Assessment Plan with Business Program

In August, 2014, SWOCC's Business/Accounting program began the process of identifying and mapping key assessments to the Small Business Management/ Entrepreneurship AAS program outcomes. The mapping process continued through fall term 2014 and winter 2015. Again, the seven steps of the Student Learning Outcomes Assessment Plan were followed for the SWOCC Business Program for **Example 2**.

The rubric used to measure achievement of the program outcome has proved a very successful measure. Analysis of the results provided data to help faculty improve the outcomes, curriculum and the measurement tools themselves.

Analysis of Representative Examples

The development and implementation of the SWOCC Student Learning Outcomes Assessment Plan and the change in the **Success Indicator 13** measure used in the new Program Assessment Report form, as explained at the beginning of Part II, have had positive results. The College has now developed an effective and meaningful direct indicator for this objective. The new success indicator will be used next year to measure attainment of Objective LA3 for 2014-15. Since the Program Assessment Report forms show achievement of program outcomes and all programs have mapped all of the program outcomes to the GSLOs, we have that direct measure from these forms to show success level in students achieving GSLOs. The process of reviewing the data for our success indicators each year is allowing the College to make meaningful changes that will more effectively measure the attainment of the objectives. Using an example of this process for both a LDC discipline and a CTE program shows that the forms, process and plan can work effectively for all academic programs at the college.

The other success indicator used to measure attainment of Objective LA3 is **SI 8- Employer Perceptions** designed to measure employer perception of student-employee job performance; it is an indirect measure of the objective. This indicator seems to be working well and will be continued with this measure. There will be discussion over the next year as the College determines the validity of the revised SI 13. Additional success indicators may be needed for Objective LA3 or more revisions to the existing two indicators may be needed.

Now that the SWOCC Student Learning Outcomes Assessment Plan is being fully implemented along with the revised program review and program viability processes, more rich data will be collected. Over the next year the data will show how well the College is

completing the student learning outcomes assessment process in each program/discipline. These processes will greatly strengthen the College Strategic Plan and its results.

As the College continues to develop and implement the full Student Learning Outcomes Assessment Process in all academic programs, the results will be communicated and discussed in many different forums on campus, including Faculty Senate, General Faculty meetings, Instructional Council, Institutional Managers, College Council, staff in-service sessions, and in program advisory committees.

Part III

SWOCC is making good steady progress toward preparing for the Year 7 report. The College feels strongly that the planning process and Mission Fulfillment is set up in a manner to give the College a clear and data-driven picture of its progress each year. Having the student learning outcomes assessment plan fully developed and implemented by the end of the 2014-2015 academic year will provide four more years of data, allowing opportunities to make changes and improvements based on the data, and to fine tune the process to show incremental improvements in time for the Year 7 report. This process will begin formally in 2015-2016 so the College will be able to identify what information needs to be updated and tracked for the subsequent three years prior to writing up the results.

As well, the revised program review process with a consistent template and data set for both academic programs and operational programs will have four years to fine-tune the process and go through a complete cycle for all programs since the program review cycle is now set to four years. Having the new planning software PerformanceCloud in place by fall 2015 will again provide time to integrate all of the planning documents together with the College strategic plan and the budget process. The faculty and staff should be trained in using Performance Cloud and the challenges worked out within four years to provide a comprehensive set of documents and data that will greatly facilitate the writing of the Year 7 report. In addition, the use of the program viability outcomes assessment rubric and the **NWCCU Rubric for Evaluating Outcomes Assessment Plan and Progress** will be used annually to track progress in all aspects of outcomes assessment on campus.

The College actually completed a full accreditation review process in 2012 that included all standards. This gave the College the opportunity to develop Standard 2 that will make it much easier to complete that standard for the upcoming Year 7 report. In addition, over the following year, SWOCC will be updating the Facilities Master Plan and planning for the construction of a new Health-Science Building that will allow for program and enrollment growth over the coming decade, keeping SWOCC strong, moving in a positive direction and making good progress.

Supplemental Materials and Evaluator Documents Access

To conserve paper, no exhibits are attached to this *Mid-Cycle Evaluation Report.* All relevant forms, documents and other evidence in support of responses to Commission standards are linked in this report or are available on the **Southwestern accreditation webpage portal**.

https://mylakerlink.socc.edu/ICS/Resource_Center/Accreditation_Reports.jnz?portlet=Handouts

These web documents are automatically linked for evaluators and the Commission in electronic copies of this report in blue font. At the end of this report, Acknowledgements and Electronic Documents Listing pages are provided.

The 2014-2015 **college catalog** is being provided as a hardcopy document separate from this report. If there is a need for a specific electronic document to be viewed in hardcopy, please contact:

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Acknowledgements

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Evaluator Linked Document Listing

Academic Master Plan – webpage PDF

Academic Program Review Process (report template) - webpage PDF

Accreditation Mid-Cycle Review Report Documents – webpage portal

Accreditation Information – NWCCU and Program Accreditation – webpage

Accreditation Information and Reports – NWCCU/Program Accreditation – webpage portal

Annual Report (Mission Fulfillment) – webpage portal

College Catalog – webpage PDF

Core Theme Objectives and Indicators – webpage

Example 1: Outcomes Assessment Plan with Writing Program – webpage PDF

> **Example 1 Writing: Map Assessment Tools to Program/Discipline and Course Outcomes**– webpage PDF

> **Example 1 Writing: Develop Measurable Tools and Criteria for Each Program/Discipline Outcomes** – (Assessment Report) webpage PDF

> **Example 1 Writing: Map Courses to Program/Discipline Outcomes** – webpage PDF

> **Example 1 Writing: Map Program/Discipline Outcomes to General Student Learning Outcomes (GSLOs)** – webpage PDF

Example 2: Outcomes Assessment Plan with Business Program – webpage PDF

> **Example 2 Business: Capstone ePortfolio Rubric** – webpage PDF

> **Example 2 Business: Develop Measurable Tools and Criteria for Each Program/Discipline Outcome** - webpage PDF

> **Example 2 Business: ePortfolio Rubric** – webpage PDF

> **Example 2 Business: Map Assessment Tools to Program/Discipline and Course Outcomes** – webpage PDF

> **Example 2 Business: Map Course Outcomes to Program/Discipline Outcomes** – webpage PDF

> **Example 2 Business: Map Courses to Program/Discipline Outcomes** – webpage PDF

> **Example 2 Business: Map Program/Discipline Outcomes to GSLOs** – webpage PDF

> **Example 2 Business: Program Assessment Report** – webpage PDF

Historical reports – webpage

Indicators of Effectiveness – webpage PDF

Institutional Effectiveness Evaluation rubric – webpage PDF

Measurements and Thresholds (Success Indicator List 2013-2014) – webpage PDF

Mission Fulfillment - webpage

NWCCU Rubric for Evaluating Outcomes Assessment Plan and Progress - webpage PDF

Operational Checklist (Program Review) – webpage PDF

Pilot "paper" Template for Operational Program Review – webpage PDF

Program Review Schedule – webpage PDF

Program Viability - webpage PDF

Public Portal – webpage portal

Rubric to Assess Program Viability – webpage PDF

Strategic Plan – webpage portal

Student Learning Outcomes Assessment Plan – webpage PDF

Student Learning Outcomes Assessment Process Flow Chart – webpage PDF

Success Indicator 8: Employer Perceptions – webpage PDF

Success Indicator 13: Student Outcomes - webpage PDF

Success Indicator 40: Program Quality and Design webpage PDF

Success Indicators (2014-2015 List changes highlighted in green) – webpage PDF

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