



# SOUTHWESTERN

AN OREGON COMMUNITY COLLEGE

## Ad Hoc Report March 2018



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## Introduction

This ad-hoc report to NWCCU contains responses to two recommendations as requested by the Commission in the letter dated July 20, 2016. This report demonstrates how Southwestern has made progress to assess student learning outcomes and to further refine the success indicator thresholds. Supporting data is provided as appendices and linked within this report to documents contained in the reporting system or located on the [public webpages of myLakerLink server](#). Access all documents by clicking on the text links within this report. This report is available to the public [online](#) as posted on the accreditation portal page: [NWCCU Ad Hoc Report 2018](#).

### *2012 Comprehensive Report Recommendation #4:*

The committee recommends the College continue its progress on assessment by creating a regular and systematic process to assess student achievement of learning outcomes at the course, program and general education levels (Standard 4.A.3).

### *Spring 2013 Report Recommendation #1:*

The evaluation committee recommends that the College continue to refine the benchmarks and threshold levels for individual Core Theme Performance Indicators so that in the aggregate, they provide a measure that is more directly correlated with expectations of mission fulfillment (Standard 1.B.2).

### *College Demographics*

[Southwestern](#) is a comprehensive community college that serves as a center of learning, information, and culture for Coos, Curry, and Western Douglas counties. Founded in May 1961, the original Southwestern district included Coos and Western Douglas counties, with services contracted to Curry County. In 1995, Curry County was annexed into the district, doubling Southwestern's primary service area and extending a full range of services to the California border. The Coos Campus is located on Empire Lakes in Coos Bay, and the Curry Campus is located north of Brookings, with Curry County outreach sites in Port Orford and Gold Beach. All high schools in the district provide instructional space. The Coos Campus facilities include 17 buildings that house classrooms; administrative, staff, and faculty offices; the Newmark Center for Community Partnerships; the Oregon Coast Culinary Institute (OCCI); Family Center; the Recreation Center; and apartment-style student housing. The Curry Campus facility is located within one building.

The College is committed to providing community members access to quality learning opportunities and cultural resources, along with helping students acquire the education and skills required by a twenty-first century regional and global workforce. Over the past 55 years, the College has evolved many diverse programs of study to include two-year associate degrees, certificates, short-term occupational certificates, adult education, the adult high school diploma, adult enrichment classes, and summer camps for all ages. The College enrollment has grown from 266 students in 1961 to approximately 8,000 students, with nearly 3,000 full-time equivalency

(FTE) student enrollment in 2016-2017. In addition, cultural and athletic events at the College attract 20,000 community members each year.

The student demographic profile for 2016-2017 was approximately 54% female and 42% male (4% chose to not report their gender). District students comprise 82% of the student population with 18% attending from out-of-the area. Minorities represent approximately 12% of the student population, a figure that is similar to the college district. Degree-seeking students who enroll at the College represent approximately 32% of students with the minority students representing approximately 30% of the first time full time students as well as Pell grant recipients. Approximately 68% of the students enroll in community education and other lifelong learning opportunities.

The seven member Board of Education (Board) is elected by residents of the college district and sets governance policies to be administered by the president of the College. Ultimately, under the direction of the Board, the faculty, staff, administrators, and students share in the operation of the College through Board policies, administrative functions, the College committee structure, and the organizational reporting structure.

Southwestern is led by President Patty Scott and the Executive Team, which includes: the Vice President of Instruction/Chief Academic Officer, the Vice President of Administrative Services, the Vice President of Student Services, the Executive Director of Integrated Technology Services, Dean of Foundation and Resource Development and the Executive Director of Human Resources. This leadership is responsible for creating and sharing a common vision, establishing objectives and outcomes to attain that vision, supporting the objectives of the College, and ensuring a high degree of collaboration among the administrative, student, support staff, and instructional areas of the College.

Southwestern currently employs 53 full-time faculty. Approximately 184 part-time faculty were employed during fall 2017. Part-time faculty are employed as demand requires. Administrative and student support services areas are staffed by 63 full-time classified employees and 80 administrators, including grant-funded positions. The academic units of the College are organized into four instructional reporting units: Lower Division Collegiate and Developmental Education, Career and Technical Education, Extended Learning, and Oregon Coast Culinary Institute – under complete oversight by the Vice President of Instruction/Chief Academic Officer.

## 2012 Comprehensive Report Recommendation #4

*The committee recommends the College continue its progress on assessment by creating a regular and systematic process to assess student achievement of learning outcomes at the course, program and general education levels.*  
(Standard 4.A.3).

### NWCCU-2010.4.A.3

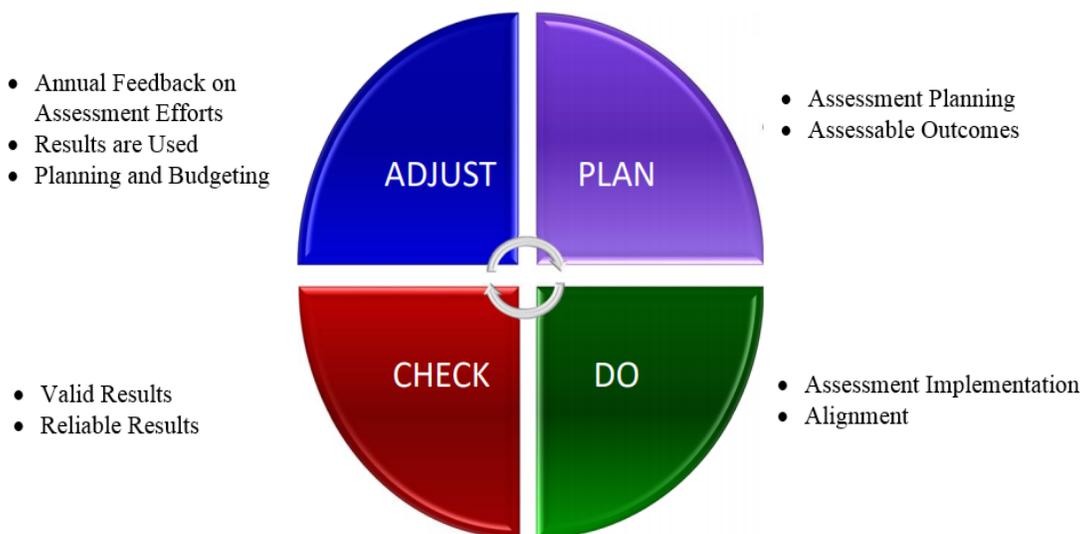
The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

### *Student Learning Outcomes Assessment Process*

Southwestern has implemented a regular and systematic process to assess student achievement of learning outcomes at the course, program, and general education levels. The faculty are responsible for evaluating student achievement of clearly identified learning outcomes.

Southwestern has utilized the NWCCU rubric for Evaluating Academic Outcomes Assessments to examine our systematic process to assess student achievement of learning outcomes at the course, program, and general education levels. This rubric also complements our enhanced Student Learning Outcomes Assessment Plan (SLOAP) we implemented fall 2016 (see [Appendix A](#)). The four principal parts of the plan and rubric are Plan, Do, Check, and Adjust. We have organized our response to follow that pattern.

#### Evaluating Academic Outcomes Assessment



## *Plan*

### *Assessment Planning*

Since fall 2016, the assessment plan has been laid out as the SLOAP. We continue to follow and review the process for improvement. In fall 2017, we have established a full-time faculty member as the Faculty Assessment Lead whose time and responsibilities are dedicated to the forward progression of faculty assessment. However, the Faculty Assessment Lead is not be a sustainable role as currently defined. Thus, as this year progresses, we are considering appointing and training faculty assessment coaches to assist faculty in 2018-2019. The coaching system allows for rotation of faculty, so no one person is heavily burdened and/or released from teaching, and faculty share the commitment to assessment.

An integral part of the coaching system is professional development for faculty. We are developing three professional development assessment modules. Principal purposes of these modules are to identify and explain assessment and to create and design effective assessments of student learning. The three modules include Assessing Student Learning, Becoming a Reflective Teacher, and Engaging Students.

### *Assessable Outcomes*

Since 2015, Southwestern has regularly reviewed its course, program/discipline, and global student learning outcomes. The outcomes have been revised to allow for and demonstrate measurable criteria. For example, at the fall 2017 faculty in-service, all instructors were provided with a chart that prompted them to align selected assignments with the course, program, and global student learning outcomes. This exercise has revealed a variety of information: triumph when assignments were clearly aligned with all the outcomes, concern when some course outlines failed to match assignments. We also have learned that some program outcomes needed to be revised during the program review process.

## *Do*

### *Assessment Implementation*

Southwestern has faced faculty resistance concerning assessment, but it does appear that the idea of assessment as a means for affecting change and influence student achievement of the outcomes is gaining a more positive connotation. During winter 2018 in-service, faculty participated in a Conversation About Teaching (CAT) and wrote some of the following comments, “We talked about how to use valid measurement tools, so that the data we create are meaningful,” and “[we] had a productive discussion about late work.” This small shift in positive attitude is significant to the implementation of assessment for the institution.

Moreover, some of the larger departments, like writing and math, have discussed the data and work together to create meaningful change. For example, fall 2017, the writing department assessed shared assignments across several different sections of the same course. In the winter department meeting, the entire writing department will review the evidence and determine the criteria to create inter-rater reliability for the writing courses. The math department also is discussing its shared assignments and assessing how they relate to the course and program outcomes. Our intention is to make more effective use of shared assignments and rubrics so that all faculty, including our part-time and dual credit faculty assess the same way as full-time faculty.

All rubrics for our courses include the VALUE rubrics to assess our general student learning outcomes (GSLOs) (see [Appendix B](#)). Faculty have gone through basic training with the VALUE rubrics and will continue to use these to assess GSLOs. We have also used the Multi State Collaborative and ETS tests for GSLOs.

The Multi-State Collaborative (MSC) is an initiative designed to produce valid data summarizing faculty assessment of students' work and to aggregate results in a way that allows for benchmarking across institutions and states. The primary goal of the initiative is to provide assessment data that allows faculty and institution leaders to assess and improve the levels of student achievement on a set of cross-cutting outcomes. For 2016-2017, Southwestern has submitted graduating student artifacts for written communication to MSC for multi-state faculty assessment. Our institution average for written communication is 1.96/4.0. The MSC scale represents 1 for freshman-level work, 2 for sophomore-level work, 3 for junior-level work, and 4 for senior-level work. Therefore, Southwestern's 1.96 suggests our graduating students are performing at a sophomore-level which is appropriate for a community college.

We also had a sampling of graduating students take capstone ETS HEIghten exams in Critical Thinking Assessment, Quantitative Literacy Assessment, and Written Communication Assessment (see [Appendix C](#)). Our students' scores were compared to other community college student scores across the nation. For Critical Thinking Assessment, our student mean was 161.2 with the national mean at 162.2. For Quantitative Literacy Assessment, our student mean was 158.8 with the national mean 161.0. For Written Communication, our student mean was 161.3 with the national mean 162.9. Our students seem to be performing at a comparable level as the national comparison.

In fall 2017, following the SLOAP, the faculty re-assessed a course outcome suggested by a previous term's assessment report to close the loop (see [Appendix D](#)). The faculty then analyzed the effect of that change on the current course. Additionally the faculty were to assess a specific course or GSLO. A total of 967 course and/or general student learning outcomes were assessed by the faculty during fall 2017.

To prepare faculty and guide our assessment process, we have incorporated the following into our assessment implementation.

- Appointed a full-time Faculty Assessment Lead dedicated to the forward progression of faculty assessment.
- Provided assessment professional development conference travel to the Faculty Assessment Lead to attend Drexel University's Annual Assessment Conference in Pennsylvania entitled "Facilitating Conversations That Matter" and to the Assessment Institute in Indianapolis.
- Expanded responsibilities of the faculty assessment committee to assist in assessment process implementation and review.
- Planned for implementation of faculty-led assessment coaches fall 2018 to assist and guide faculty in the assessment process.
- Participated in a state-wide community college Assessment Institute.

- Negotiated in the faculty contract expectations for faculty participation in program review development and annual revisions and SLOAP implementation throughout program/discipline and classes (12.9.g,h).
- Incorporated into the academic calendar three faculty assessment days (September, January, June).
- Incorporated faculty assessment workshops and Conversations about Teaching discussions within at least one division meeting each term.
- Invited Linn-Benton Community College's Assessment Coordinator to discuss and demonstrate best assessment practices at a faculty winter in-service.

Southwestern's commitment to assessment has exponentially increased over the last few years and has focused on aligning course/program/and general education student learning outcomes, generating meaningful data from faculty and providing ways for faculty to enhance and reflect upon their teaching. Each year, new information is gathered and reviewed which leads to improvement. This year, one major focus has been on how assessment relates to faculty and provides meaningful data to affect change and improving teaching, which ultimately increases student learning.

We have intentionally structured our assessment outcomes and practices. To guide our assessment process, we adhere to the following principles based on NWCCU standards.

- Revise and redesign the current assessment process in order to provide a sustainable comprehensive planning process informed by the collection of appropriately defined data to enhance assessment quality and procedures. (3.A.2)
- Provide methodology for collection of meaningful and verifiable quantitative and qualitative data as the basis for meeting the institutions designed outcomes. (4.A.1)
- Demonstrate that faculty has the primary role in the evaluation of educational programs and services by revising and redesigning an effective system to clearly identify and evaluate program goals or intended outcomes. (4.A.2)
- Revise and redesign the process to streamline the collection of institution documents that accurately reflect the assessment of student achievement, so that all faculty are sharing the same procedures. (4.A.3)
- Demonstrate accurate assessment of the assessment process and progress towards these long-term goals. (4.A.4)
- Demonstrate faculty's engagement in all aspects of the assessment process. (5.A.1)
- Provide accurate and quality assessment results for program review and other stakeholders. (5.A. 2)
- Demonstrate the ongoing sustainability of the assessment procedures through rigorous assessment reflections and collection of feedback data. (5.B.1)
- Provide accurate documentation evidence of faculty's engagement in the assessment process. (5. B.2)
- Provide accurate and verifiable data for the purpose of re-evaluating programs and establishing trends that may change the direction of the institution. (5. B. 3)

In addition, Southwestern has utilized the NWCCU rubric for Evaluating Academic Outcomes Assessments to examine our systematic process to assess student achievement of learning

outcomes at the course, program, and general education levels. The rubric addresses the following categories:

- Assessment Planning
- Assessable Outcomes
- Assessment Implementation
- Alignment
- Valid Results
- Reliable Results
- Annual Feedback on Assessment Efforts
- Results are Used
- Planning and Budgeting

In 2015-2016, the Vice President of Instruction at Southwestern rated the institution on the elements in the rubric. At that time, he rated the college assessment as 17/40, but did not survey the faculty. In 2017-2018, the full-time faculty were asked to participate in a survey to rate how they believe assessment is progressing. Survey results were aggregated with a rating of 17.45/40.

We view the Evaluating Academic Outcomes Assessments rubric as a place to start but certainly not an end. Most of the categories are currently transitioning from emerging to developed levels. We consider this rubric as a living guideline to help ascertain areas that can continuously inform improvement.

Initial Assessment Conducted by VPI			Recent Assessment as Assessed by Faculty	
Evaluation Item	2015-2016	Value	2017-2018	Value
Assessment Planning	Developed	3	Emerging	2.41
Assessable Outcomes	Developed	3	Emerging/developed	2.73
Assessment Implementation	Emerging	1	Emerging	2.37
Alignment	Developed	3	Emerging	2.44
Valid Results	Initial	1	Emerging	2.05
Reliable Results	Initial	1	Initial towards emerging	1.85
Annual Feedback on Assessment Efforts	Emerging	2	Emerging	1.95
Results are Used	Initial	1	Emerging	2.29
Planning and Budgeting	Emerging	2	Initial and emerging	1.73
<b>Total</b>		17		17.45

The table above demonstrates that we have made modest progress with assessment (see [Appendix E](#)). Using the data from the survey, the assessment committee is affecting immediate

change and will begin providing regular briefings at faculty senate meetings, general faculty, and division meetings to ensure better communication with faculty around assessment.

One of our challenges with assessment has been the implementation of the LiveText platform that we've used to assess outcomes. The platform is not immediately intuitive for usage for all faculty. We recognize that we need to do a much better job of streamlining the assessment process and providing support for faculty to work with the LiveText tool. Having multiple faculty coaches next year will help support this work.

### Alignment

To achieve a strong, clear alignment between curriculum and outcomes a worksheet was developed and distributed to each faculty member at the fall 2017 in-service. Instructors within departments or similar departments conversed about assignments and how they met or did not meet outcomes and whether or not some assignments were then valid for assessment of that particular outcome. Then they reviewed that particular assignment as to its value for the program outcomes and global student learning outcomes. This exercise was instrumental in initiating multiple conversations between administration and faculty as to how to strengthen the curriculum. Another valuable result of the alignment worksheet was that some program outcomes had skewed from their courses over the past few years. During the program review process, those discrepancies are being addressed.

### Check

#### Valid Results

To establish assessment validity, the outcomes assessment committee in spring 2016 compiled four GSLO rubrics based on criteria and standards from sixteen nationally developed and implemented Association of American Colleges and Universities (AAC&U) and Liberal Education and America's Promise (LEAP) VALUE Initiative rubrics.

Since then faculty have assessed student artifacts to measure student GSLO proficiency for communication; computation; creative, critical, and analytical thinking; and community/global consciousness and responsibility. For example, below is a fall 2017 sampling of the number of students assessed for a specific outcome for each of the four general education areas:

Communication	Outcome 3	655 students
Computation	Outcome 5	458 students
Creative, Critical, Analytical Thinking	Outcome 1	757 students
Community/Global Responsibility	Outcome 6	174 students

Additionally, for fall 2017, a total of 967 course and/or general student learning outcomes were assessed by the faculty (see [Appendix F](#)). Additional reports [by course assignment](#) and [by discipline](#) are available online.

### Reliable Results

Southwestern's career and technical education (CTE) courses use normed external measures to determine their reliability. There has been wide discussion with lower division collegiate (LDC)

faculty regarding how to extend the use of normed measures (whether internal through regular norming sessions or external through the use of nationally normed tests).

More specifically, math and writing faculty, have been working within their departments to review student work to establish benchmarks. For example, Writing 121, WR 122, and WR 123, full- and part-time instructors attempted to design a shared assignment. This process revealed a communication gap between full- and part-time instructors, which is now being addressed by administration. Nevertheless, the full time instructors within the departments met during the winter 2017 in-service and discussed the results. In their next department meeting, the goal is to discuss the results and use them to inform curriculum changes in outcomes.

### *Adjust*

#### Annual Feedback on Assessment Efforts

Southwestern has a faculty assessment committee. Currently the committee consists of six faculty committee members and an academic dean. The committee plans to begin to evaluate and develop assessment tools that will be productive and facilitate faculty's efforts. Their goal is to streamline the process and produce a more viable pool of data from which to improve teaching and student success at Southwestern. The committee plans to provide regular and systematic feedback on faculty, department, and institutional assessment.

In February 2017, the assessment committee conducted meetings focusing on how to engage faculty regarding assessment. A faculty-wide survey was conducted, and that information was used to shape this year's focus, so the feedback was used.

In addition, by appointing a Faculty Assessment Lead in summer 2017, the institution demonstrated clear instructional support.

During February 2018, faculty have provided feedback rating their satisfaction using LiveText software to record outcomes assessment. The administration will respond to that feedback with opportunities for additional training for LiveText, generating valid and reliable assessments and rubrics.

Ease of LiveText Use	2.55/4.0 (2.54 in 2016)
Time required to enter assessment scores	2.48/4.0 (2.66 in 2016)
Rubric format	2.75/4.0 (2.81 in 2016)
Valid and reliable data generated	2.42/4.0 (2.18 in 2016)

#### Results are Used

Since fall 2016, each outcomes assessment report includes written statements of the results, analysis, and plans generated from that specific assignment with the intention of strengthening instruction and student success (see [Appendix G](#)). To formalize follow-through on implementing the assessment plans, beginning fall 2017, the faculty assessed one class in "closing the loop" by re-assessing a course outcome suggested by a previous term's assessment report (see [Appendix H](#)). The faculty then analyzed the effect of that change on the current course. Additionally the faculty were to assess a specific course or GSLO. A total of 967 course and/or general student learning outcomes were assessed by the faculty during fall 2017.

Assessment is to inform instruction and to provide meaningful data to affect change to improve teaching which ultimately increases student learning.

### Planning and Budgeting

Southwestern prides itself on many open-door policies with administration, which lead to informal, creative, and productive discussions. In fact, many great ideas come from the ability to speak informally with administration. While an informal conversation can lead to a great idea, the implementation and planning of such an idea must be done formally. To that end, Southwestern has used its program review process to urge faculty to review program outcomes, projects, plans, and budgets (see [Appendix I](#)). This formal process is systematic and intentional and has been working through each department in cyclic fashion; however, administration has urged that all disciplines review their programs annually to verify that no new additional needs have arisen ([additional resources online](#)). There is some resistance to this, but like assessment in general, the faculty is recognizing that the more input and control they assert over curriculum, program review, and assessment, the stronger the institution becomes and students, faculty, administration, staff, and the community benefit from a strong, vibrant, prepared, aligned, and fully functional community college.

Southwestern initiated four-year formal program reviews beginning fall 2013. Fall 2017 begins the second round of formal program reviews. The reviews have become stronger and more uniform. The reviews allow faculty, departments, and administration to plan and budget for single and multiple years. Faculty and administration continue to strengthen and implement assessment as part of the planning and budget process.

## Spring 2013 Recommendation #1

*The evaluation committee recommends that the College continue to refine the benchmarks and threshold levels for Individual Core Theme Performance indicators so that in the aggregate, they provide a measure that is more directly correlated with expectations of mission fulfillment (Standard 1.B.2).*

### **NWCCU-2010.1.B.2**

The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

### *Southwestern is Guided by Four Core Themes Measured by Success Indicators*

Learning Achievement (LA), Access (A), Community Engagement (CE), and Sustainability (S): each is associated with objectives and measured by Success Indicators (SIs). Mission Fulfillment is reported annually as a compilation of the objectives and success indicators associated with each of the Core Themes then made available to the public on the [Mission Fulfillment webpage](#) and on the College document [portal](#). Each year the [Mission Fulfillment report](#) is presented to the Board of Education and includes the level of achievement for each of the Core Themes and the Success Indicators as well as the *planned projects* identified from the analysis of the success indicator data.

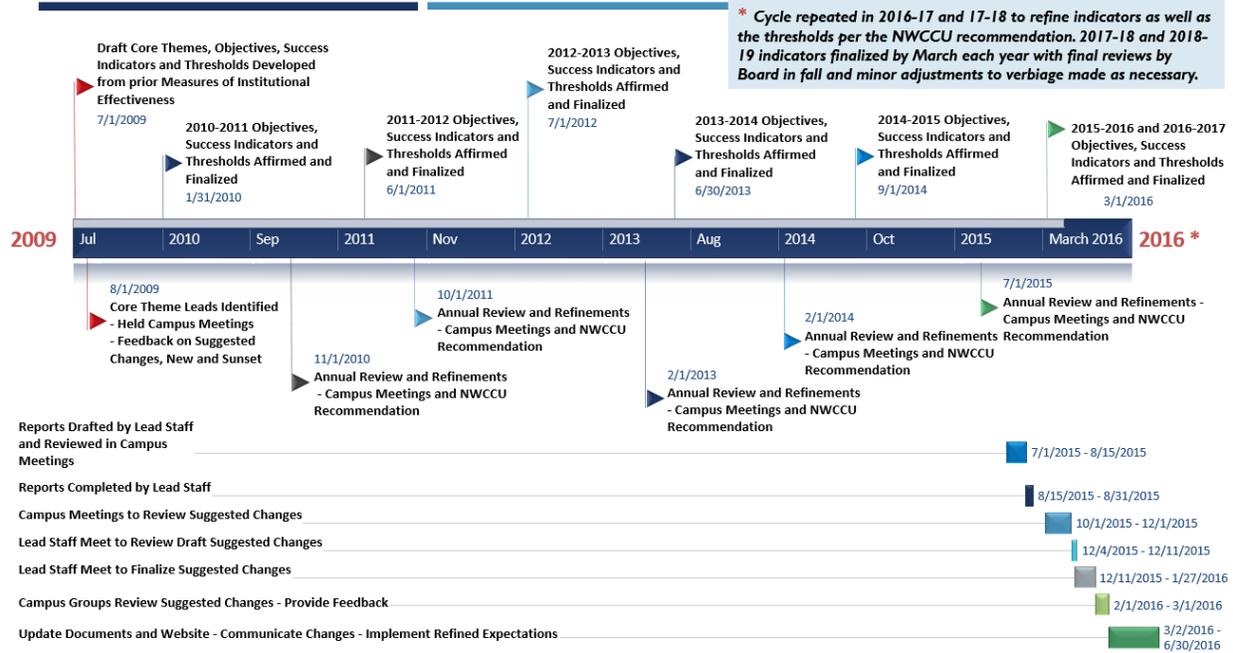
We have continued to refine our success indicators to ensure that we have identified meaningful, assessable, and verifiable indicators of achievement so that we can successfully evaluate the accomplishment of the objectives of each core theme (see [Appendix J](#)). We regularly and systematically review our success indicators.

Faculty, staff, and students have reviewed and been involved in the refinement of indicators since the last report submitted to NWCCU. Refinements focus on:

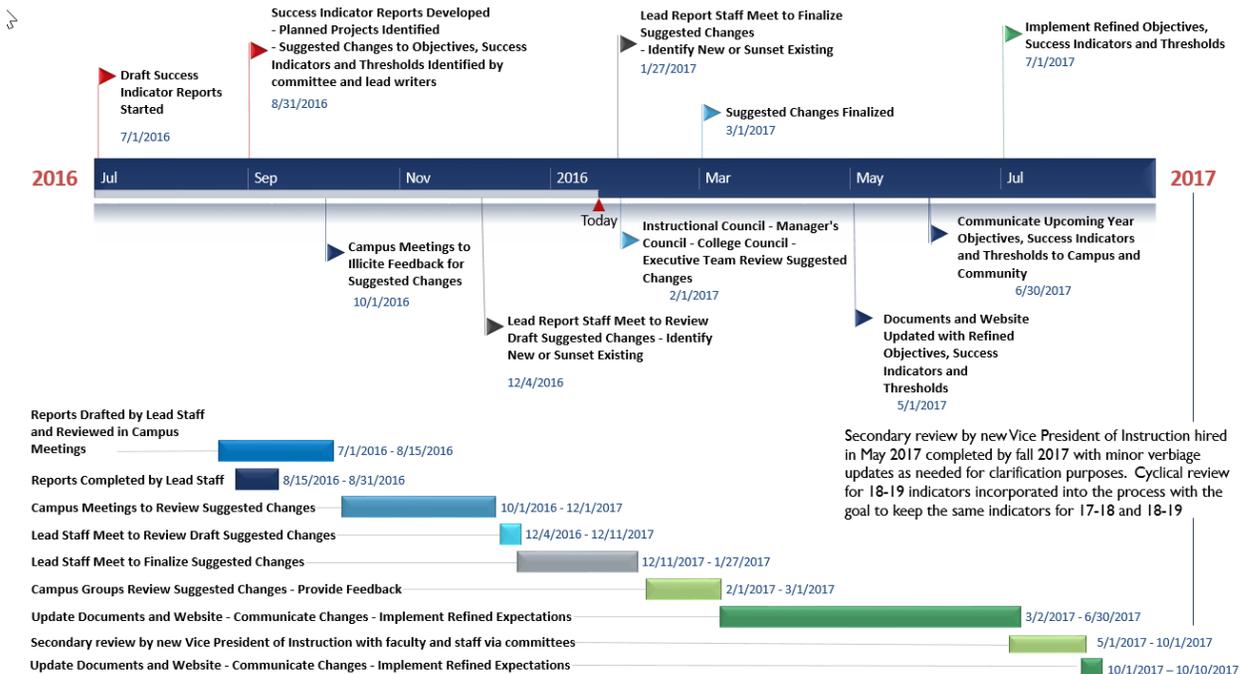
- Indicators designed specifically for community colleges to measure student progress, retention, completion and transfer based on the Voluntary Framework of Accountability (VFA) with refined thresholds as compared to the Oregon community college achievement level.
- An equity lens perspective designed to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework.
- Enhanced indicators and refined thresholds which measure student learning outcomes by separating assessment at the course, program/discipline, and general education outcomes levels.

The process to review core themes, objectives, indicators and thresholds is a cyclical process that began in 2009 when the college first transitioned to the new NWCCU accreditation standards.

## Historical Core Theme, Objective and Indicator Review and Enhancements



## Cyclical Process 2016-2017 through 2017-2018



### *Use of Success Indicators to Measure Mission Fulfillment and Plan*

In aggregate, the success indicators help us to determine mission fulfillment for the institution as well as plan and budget based on annual data reviews at the program and operational level (see [Appendix K](#)). The achievement of each indicator is measured in terms of a range based on a corresponding threshold level and represented by an achievement status of green – achieved; yellow – minimally achieved; and red – not achieved.

Refining our success indicators and reviewing on an annual basis supports our commitment to measure mission fulfillment in light of emerging state, regional and national trends including the latest community college educational research. As we've continued to refine indicators and benchmarks, we are steadily increasing the number of direct versus indirect indicators, as well as increasing those indicators that have a national or regional benchmark. Currently, we have twenty-one direct learning and operational indicators and twenty-two indirect learning and operational indicators.

Disaggregated data has been added to the success indicators as part of our work to focus on equity. Program leads are provided disaggregated data as part of the program review process. This data is then used to make decisions about program planning.

Success indicator data cascades to academic and operational programs and departments (see [Appendix L](#)). In this and other ways, we are addressing Standard 1.B.2: “The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.” Through use of the indicator data, we are able to evaluate the accomplishment of the objectives of the core themes. There is direct correlation between the indicator data and individual department/program analysis. Program and operational reviews are used in the budget planning process. Based on data, programs and operational areas identify areas that are in the yellow or red flag zones and identify projects that will have an impact on improvement. Budgets and other planning decisions are built based on the operational and program reviews.

### *Overview of Refinement and Changes Made After the Spring 2016 Ad Hoc Report*

Since 2016, Southwestern has continued to refine the threshold levels based on state or national benchmarks for Success Indicators so that, in aggregate, they provide a measure that is more directly correlated with expectations of mission fulfillment (see [Appendix M](#)). Specifically to disaggregate the data based on student demographics, which include first generation, economically disadvantaged, under-served populations, age categories, developmental status, enrollment status, and enrollments in courses by location, delivery method, and time offered. In reviewing the success indicators, we focused on the following areas:

1. As of 2016, Southwestern has joined the consortium for the VFA. The VFA measures are “defined to encompass the full breadth of the community college mission and the diversity of students’ goals and educational experiences.” (VFA website: <https://vfa.aacc.nche.edu/about/Pages/default.aspx>)

Indicators that have been refined to reflect VFA data are as follows:

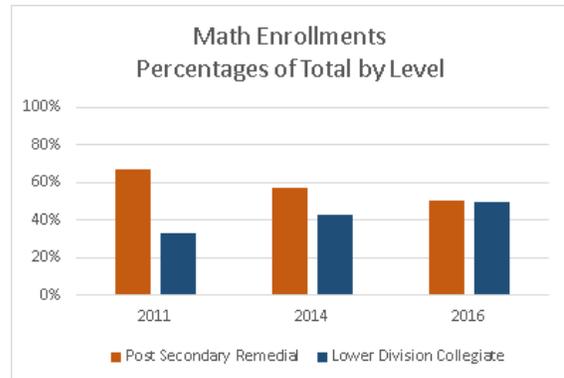
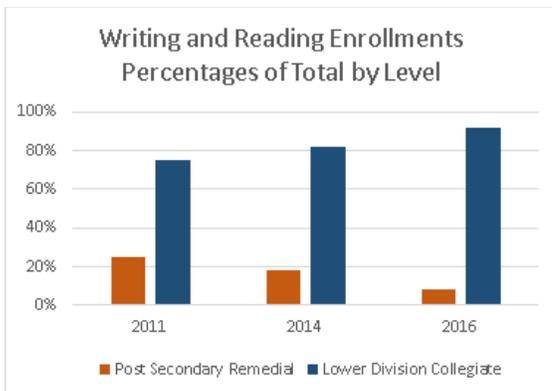
- LA.1.1: SI44 – Success Rate – Developmental Courses
- LA.1.2: SI28 – Progress – Credit Earned

Indicators that are new as of 2017-2018 and that reflect VFA data are as follows:

- LA.2.4A: SI52A – Success Rate – Completion and Transfer (2 Years)
- LA.2.4B: SI52B – Success Rate – Completion and Transfer (6 Years)

VFA metrics focus on community college student progress, completion, and transfer, which provides us with a more holistic view of student success. VFA also disaggregates data for both developmental and transitional education courses. In addition, VFA allows us a comparison group of Oregon community colleges, along with a view of national community college data.

VFA data has already been used to make and track changes in our developmental education coursework. We have reduced the number of writing/reading courses students are required to take prior to taking credit level courses and increased the completion of developmental courses, a project that started in 2009 and has been reported on within SI 48 – Success Rate – Developmental Courses.



With VFA data, we are able to track our success rate as it compares to other colleges in Oregon. Data below represents the achievement of first time full-time developmental English completion for black students who started in fall 2014 (see [Appendix N](#)). Hispanic students have similar achievement rates.

Progress Through Developmental Education : First Time in College, English

Race / Ethnicity

Gender

Pell Status

Age

Attempted Dev Course  
(By Referral)

Became College Ready\*

Race / Ethnicity						
<u>Am. Indian / Alaskan</u>	↔	N/A	N/A	▲	80.0%	78.2%
<u>Asian</u>	↔	N/A	N/A	▲	100.0%	93.5%
<u>Black</u>	↔	N/A	N/A	▲	100.0%	89.0%
<u>HI / Pac. Isl.</u>	↔	N/A	N/A	▲	100.0%	79.2%
<u>Hispanic</u>	↔	N/A	N/A	▲	90.9%	85.8%
<u>White</u>	↔	N/A	N/A	▲	91.5%	86.3%
<u>2+ Races</u>	↔	N/A	N/A	▲	100.0%	85.3%
<u>Unknown</u>	↔	N/A	N/A	▼	33.3%	72.1%
<u>NR Alien</u>	↔	N/A	N/A	▼	N/A	73.8%

Progress Through Developmental Education : First Time in College, English

Race / Ethnicity

Gender

Pell Status

Age

Attempted Dev Course  
(By Referral)

Became College Ready\*

Age						
<u>&lt; 20 Yrs.</u>	↔	N/A	N/A	▲	90.6%	87.2%
<u>20-24 Yrs.</u>	↔	N/A	N/A	▲	90.0%	86.6%
<u>25-29 Yrs.</u>	↔	N/A	N/A	▲	100.0%	86.1%
<u>30-39 Yrs.</u>	↔	N/A	N/A	▲	100.0%	88.8%
<u>40-49 Yrs.</u>	↔	N/A	N/A	▼	N/A	76.9%
<u>50 or Older</u>	↔	N/A	N/A	▲	100.0%	77.1%
<u>Age Unknown</u>	↔	N/A	N/A	↔	N/A	0.0%

Progress Through Developmental Education : First Time in College, English

Race / Ethnicity

Gender

Pell Status

Age

Attempted Dev Course  
(By Referral)

Became College Ready\*

Pell Status						
<u>Awarded Pell</u>	↔	N/A	N/A	▲	90.9%	86.4%
<u>Not Awarded Pell</u>	↔	N/A	N/A	▲	91.9%	87.8%

2. Re-writing student success indicators to better disaggregate student success data has been paramount to our very beginning stages of discussing equity. It is our intention that with a more refined success indicator that disaggregates student demographic data, we can better plan using an equity lens. In addition, as an Achieving the Dream leader college, we review student success data that is disaggregated by first

generation, economically disadvantaged, developmental status, enrollment status, and under-served populations on an annual basis providing detailed data similar to the VFA data examples.

Indicators that have been refined to disaggregate demographic data are as follows:

- LA.1.1: SI44 – Success Rate – Developmental Courses
- LA.1.2: SI28 – Progress – Credit Earned
- LA.1.3: SI47 – Success Rate – LDC Courses
- LA.1.5: SI48 – Retention Rate
- LA.2.1: SI11 – Graduation Rate
- LA.2.2: SI46 – Transfer Rates
- A.1.1: SI2 - Enrollment Report
- A.1.2: SI3 – Course Offerings

Indicators that are new as of 2017-2018 and that reflect disaggregated demographic data are as follows:

- LA.1.4: SI58 – Success Rate – CTE Courses
- LA.1.6: SI54 – Success Rate – Subsequent Courses
- LA.2.4A: SI52 – Success Rate – Completion and Transfer (2 Years)
- LA.2.4B: SI52 – Success Rate – Completion and Transfer (6 Years)

3. We have refined student learning outcome indicators based on our enhanced student learning outcomes assessment process. While much of our process is addressed earlier in this report in the section for Recommendation #4 from the Spring 2012 Comprehensive Report, in brief, we now have success indicators that address course student learning outcomes assessment, general education student learning outcomes assessment, and program/discipline student learning outcomes assessment as separate indicators. This will give us a better direct measurement of our assessment cycle.

Indicators that have been renamed to better reflect how we gather assessment data:

- LA.3.4: SI51 – General Education Student Learning Outcomes Assessment

Indicators that are new as of 2017-2018 that reflect changes in assessment data:

- LA.3.3: SI60 – Course Student Learning Outcomes Assessment
- LA.3.5: SI61 – Program/Discipline Student Learning Outcomes Assessment

4. Southwestern has added indicators to reflect our use of the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) national survey for student satisfaction to include all degree seeking students. Southwestern has suspended use of CCSSE and SENSE, choosing instead the SSI, which presents a holistic view of the student population rather than only measuring the satisfaction of the sub-population within CCSSE and SENSE. The SSI allows us to benchmark against national results in student satisfaction and instructional effectiveness.

Indicator renamed to reflect our use of the SSI:

- A.2.1: SI38 – Student Opinion

New Indicator as of 2017-2018 that reflects our usage of the SSI:

- A.2.2: SI57 – Student Satisfaction
- S.3.2: SI59 – Instructional Effectiveness and Quality

5. Southwestern is using the Achieving the Dream's Institutional Capacity Framework (ICAT) as a measure within sustainability to focus on planning, budgeting and data for decision making. The ICAT is an institutional holistic assessment that focuses on seven key areas for student success and institutional change. As we've refined our success indicators, it has become clear that we need to focus more on equity. The ICAT will be a stronger measure for our institutional planning around equity, as it is a comprehensive approach to addressing success results for all students, especially low-income students and students of color.

New Indicator as of 2017-2018 to reflect use of ICAT

- S.2.4: SI 58 – Institutional Capacity

6. We enhanced the program relevance measure to focus on degrees being offered based on regional, state, and national labor market data. This indicator reflects our work to ensure that degrees and programs support current labor market demand and look to future projected labor market needs as a measure of long-term viability.

New Indicator as of 2017-2018 to better reflect labor market data

- S.3.1: SI7 – Program Relevance

### ***Annual Assessment of Mission Fulfillment, Core Themes, Objectives, Indicators, and Thresholds***

The College completes an annual review of the core themes, objectives, and success indicators to discuss the purpose and meaning, validity and appropriateness and then makes any adjustments necessary to refine measuring Mission Fulfillment. The results are presented to the Board. The initial reviews are scheduled for completion during November and December of each year during the SI report development and program review process. The review process is detailed below:

1. The Board of Education reviews the Core Themes and indicators at the Board Retreat each year with recommendations for changes, if any made to Executive Team members who work with lead report writers for potential changes;
2. Lead report writer works with programs and department staff directly impacted by the success indicator to review and recommend changes; information included within the success indicator report;
3. Academic and operational units review recommended changes and recommend any further changes to Institutional Managers group;
4. The Institutional Managers group reviews the Southwestern Core Themes and Objectives and discusses if changes are needed to further refine how core themes are measured as well as the relevance of the core themes and objectives.

- Recommendations for change are made to the College Council;
5. College Council conducts the final review and adopts changes based on feedback from all groups. Changes are sent to the Board of Education as informational and in the case of Core Theme changes, approval.

Between October and December, the academic and operational areas led by the SI report lead reviewed all of the success indicators and recommended changes to refine and strengthen the indicators, measures and thresholds in order to provide stronger evidence to support mission fulfillment. The recommendations were reviewed by the Instructional Deans and the Administrative management team and then forwarded to the Managers group and College Council for a final review and implementation of the changes. The goal is to enhance the validity of the success indicators used to measure the level of Mission Fulfillment at the College. Any changes are implemented for the next reporting cycle and designed to further strengthen the level of evidence to assess mission fulfillment and sustainability.

In 2016-2018, the review process was extended so that the new Vice President of Instruction could be included. As such, the indicators in this report will be the final indicators for both 2017-2018 and 2018-2019. A final review and approval will occur in April 2018.

## Conclusion

Southwestern has addressed progress achieving Recommendations #1 and #4 in this Ad Hoc Report.

For Recommendation #1, Southwestern has refined the benchmarks and threshold levels for individual Core Theme Performance indicators so that in the aggregate, they provide a measure that is more directly correlated with expectations of mission fulfillment (Standard 1.B.2).

- Refinements have focused on success indicators designed specifically for community colleges which measure student progress, retention, completion and transfer based on the VFA with refined thresholds as compared to the Oregon community college achievement level.
- An equity lens perspective has been adopted to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework.
- Enhanced indicators and refined thresholds measure student learning outcomes by separating assessment at the course, program/discipline, and general education outcomes levels.

For Recommendation #4, Southwestern has created and implemented a regular and systematic process to assess student achievement of learning outcomes at the course, program, and general education levels (Standard 4.A.3).

- Southwestern uses the SLOAP to assess student learning program/discipline outcomes and course outcomes.
- Assessments have been incorporated into four year program reviews.
- Faculty leadership of assessment efforts has been strengthened through a full-year appointment of a faculty assessment lead, which will transition to a team of faculty assessment coaches in 2018-2019.
- Southwestern has made improvements in assessment of GSLOs.
- Assessment at course, program/discipline, and general student learning outcome levels has been incorporated into Success Indicators.
- Next steps will incorporate more systematic work around inter-rater reliability, shared assignments, and engaging part-time and dual credit faculty in assessment work.

## Appendices

[Appendix A](#): Student Learning Outcomes Assessment Plan (SLOAP)

[Appendix B](#): General Student Learning Outcomes (GSLOs)

[Appendix C](#): ETS HEIghten Exams

[Appendix D](#): Assessment Report – Closing the Loop Example

[Appendix E](#): Evaluating Academic Outcomes Assessments

[Appendix F](#): General Student Learning Outcomes Cumulative Assessment Report

[Appendix G](#): Sample Outcomes Assessment Reports

[Appendix H](#): Sample Closing the Loop Report

[Appendix I](#): Sample Program Reviews

[Appendix J](#): Success Indicator Refinement Changes: 2016-2018

[Appendix K](#): Mission Fulfillment Overview Report 2016-2017 with Strategic Plan

[Appendix L](#): Sample Operational Program Review Outcomes, Indicators and Thresholds

[Appendix M](#): Current 2017-2018 Core Theme Objectives and Success Indicator List

[Appendix N](#): Voluntary Framework of Accountability Highlights 2010:2014

## Online Resources

[Ad Hoc Report](#)

[PDF Report Version](#)

[Course Section Level Assessment Reports 2017 Fall](#)

[Course Section Level Assessment Reports 2016 Fall](#)

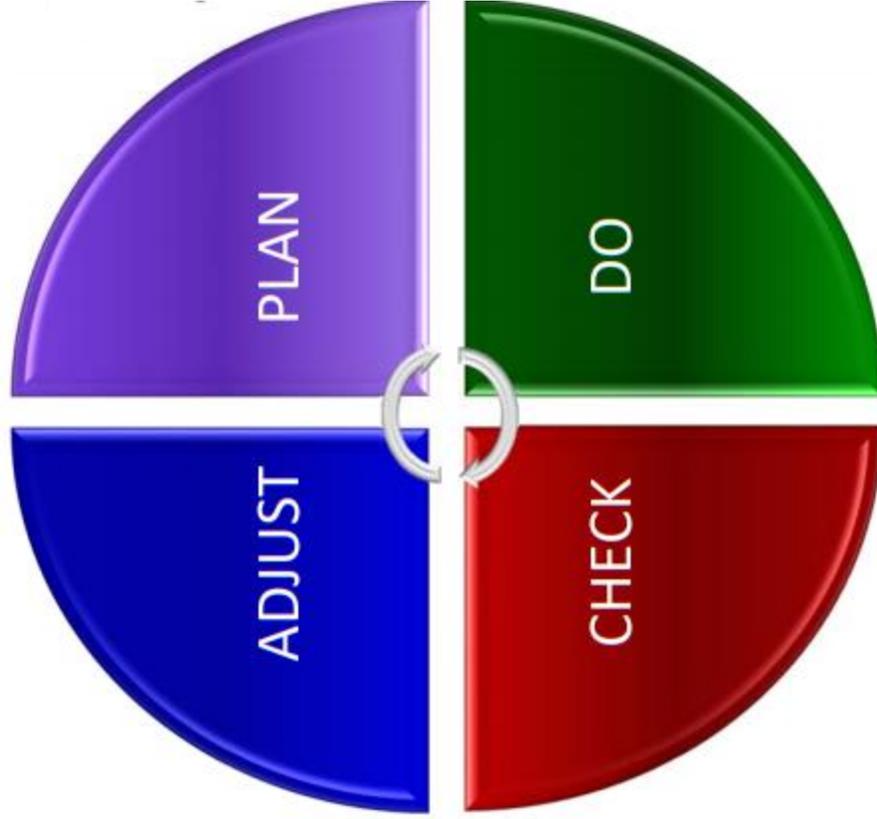
[Discipline Assessment Reports](#)

[Sample Academic Program Reviews](#)

[Success Indicator Lists](#)

[Webpage Portal for myLakerLink](#)

**Student Learning Outcomes Assessment Plan  
(SLOAP)**



- Adjust Instruction, Assessments, Outcomes

- Map Program/Discipline Outcomes
- Map General Education Outcomes

- Record Data Results
- Analyze Data Results

- Identify Assessment Methods
- Identify Measurable Criteria
- Assess Course, Program, Discipline, GSLO Outcomes

# APPENDIX B



## COMMUNICATION GENERAL STUDENT LEARNING OUTCOMES RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)

### Definition

Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Exemplary Proficiency 4	Marginal Proficiency 3	Emerging Proficiency 2	Lacks Demonstrated Proficiency 1
<b>Control of Syntax and Mechanics</b>	Uses graceful language skillfully, communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although the writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
<b>Comprehension</b>	Recognizes possible implications of the source communication for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the speaker's or author's explicit message (e.g., might recognize broader issues at play or might pose challenges to the presenter's message and presentation.)	Uses the source, text, general background knowledge, and/or specific knowledge of the speaker's or author's context to draw more complex inferences about the presenter's message and attitude.	Evaluates how language features (e.g., sentence and paragraph structure or tone) contribute to the speaker's or author's message and draws basic inferences about context and purpose of oral or written language.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
<b>Supporting Material</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre. Uses a variety of types of supporting material and presents appropriate references and analysis that establish the presenter's credibility on the topic. Always correctly credits the source of ideas not the student's own.	Demonstrates consistent use of credible, relevant sources to support ideas within the discipline and genre in oral or written communication.	Demonstrates an attempt to use credible and/or relevant sources that partially support ideas appropriately.	Demonstrates an attempt to use sources to support ideas, but produces insufficient supporting materials such as explanations, examples, illustrations, statistics, analogies, and quotations. Makes reference to information or analysis that minimally support the presentation or establish the student's authority on the topic.
<b>Analysis: Interacting with texts in parts and as wholes</b>	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literacy features, in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.



## COMPUTATION

### GENERAL STUDENT LEARNING OUTCOMES RUBRIC

for more information, please contact [valuel@swoc.edu](mailto:valuel@swoc.edu)



Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.

#### Definition

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Exemplary Proficiency 4	Marginal Proficiency 3	Emerging Proficiency 2	Lacks Demonstrated Proficiency 1
<b>Application / Analysis</b> <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
<b>Communication</b> <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)
<b>Connections to Discipline</b> <i>Sees (makes) connections across disciplines. perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
<b>Transfer</b> <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
<b>Define Problem</b>	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial	Demonstrates a limited ability in identifying a problem statement or related contextual factors.

<b>Propose Solutions/Hypotheses</b>	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/ hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
<b>Implement Solution</b>	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.

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Southwestern Oregon Community College General Student Learning Outcomes for **Computation** based on VALUE Rubrics in Quantitative Literacy, Integrative Learning, Problem Solving



# CREATIVE, CRITICAL & ANALYTICAL THINKING GENERAL STUDENT LEARNING OUTCOMES RUBRIC

*for more information, please contact [value@aacm.org](mailto:value@aacm.org)*



Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.

### Definition

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Exemplary Proficiency 4</b>	<b>Marginal Proficiency 3</b>	<b>Emerging Proficiency 2</b>	<b>Lacks Demonstrated Proficiency 1</b>
<b>Identifies and explains issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Issue or problem is not stated clearly even when explicitly required.
<b>Recognizes contexts and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Appears unaware of varying contexts and assumptions for an issue.
<b>Recognizes perspectives</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Specific position is vague and/or does not recognize multiple perspectives even when there are signs that they are present.
<b>Evaluates evidence to reach conclusions</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is not reached or has little bearing on the actual issue.



# COMMUNITY/GLOBAL CONSCIOUSNESS & RESPONSIBILITY GENERAL STUDENT LEARNING OUTCOMES RUBRIC

for more information, please contact [valie@aacu.org](mailto:valie@aacu.org)



Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

## Definition

	Exemplary Proficiency 4	Marginal Proficiency 3	Emerging Proficiency 2	Lacks Demonstrated Proficiency 1
<b>Interpersonal skills, respect, integrity, empathy</b>	Supports a constructive team climate by doing four (4) of the criteria:  <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing three (3) of the criteria:	Supports a constructive team climate by doing two (2) of the criteria:	Supports a constructive team climate by doing one (1) of the criteria:
<b>Ethical Self-Awareness</b>	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.  Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Student discusses in detail both core beliefs and the origins of the core beliefs.  Evaluates the global impact on one's own and others' specific local actions on the natural and human world	Student states core beliefs and origins of the core beliefs  Analyzes ways that human actions influence the natural and human world	Student either states core beliefs or articulates the origins of the core beliefs, but not both.  Identifies some connections between an individual's personal decision-making and certain local and global issues.
<b>Self-esteem</b>	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
<b>Citizenship, community service</b>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
<b>Cultural awareness</b>				

<p><b>Lifelong learning</b></p>	<p>Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.</p>	<p>Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.</p>	<p>Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.</p>	<p>Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.</p>
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Southwestern Oregon Community College General Student Learning Outcomes for **Community/Global Student learning Outcomes** are based on VALUE Rubrics in Civic Engagement, Intercultural Knowledge and Competence, Global Learning, Ethical Reasoning, and Foundations and Skills for Lifelong Learning

**Southwestern Oregon Community College**

Coos Bay, OR

USA

Test: HEIghten® Critical Thinking Assessment

**REPORTING GROUP:**

Cohort: Combined

Close Date: Combined

Students Tested: 46

Records Excluded: 1

Students Included in Report: 45

(See bottom of report to view filters applied)

**COMPARISON GROUP:**

Comparison Group: All Institutions

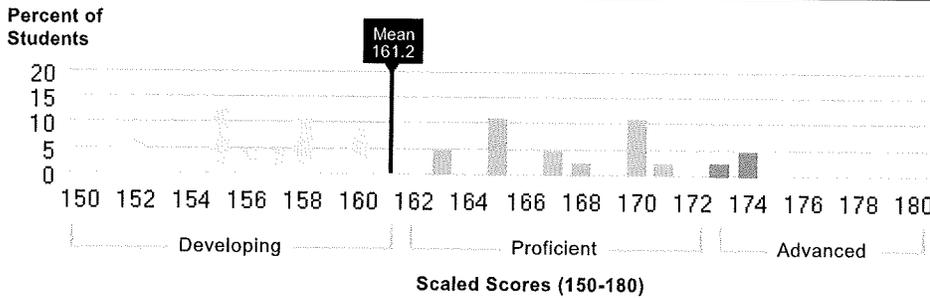
Institutions: 29

Students Included in Report: 2,520

**INDIVIDUAL STUDENTS' OVERALL SCALED SCORES**

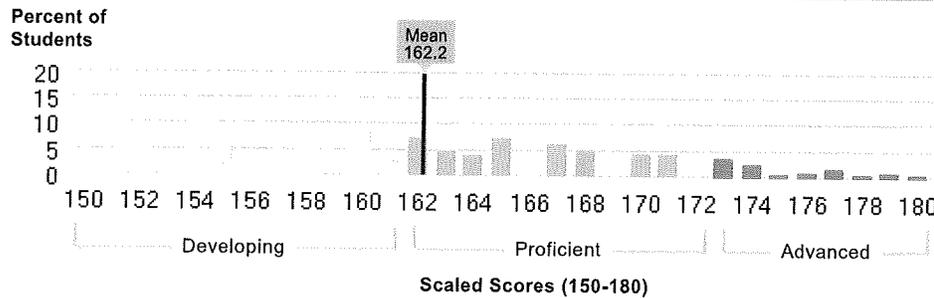
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

**REPORTING GROUP**



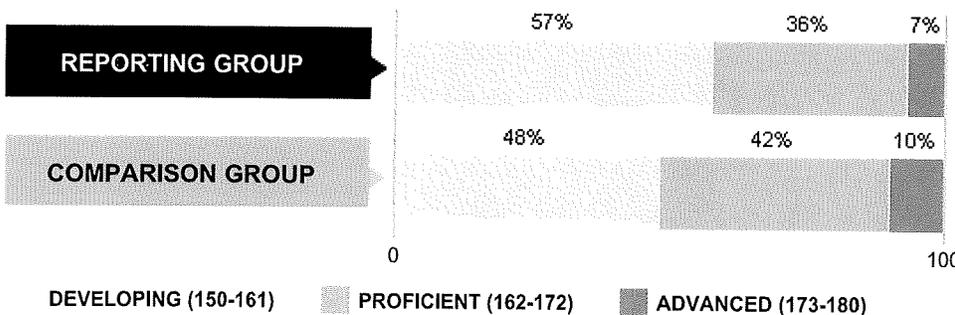
Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

**COMPARISON GROUP**



**PROFICIENCY LEVELS**

This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.



**PROFICIENCY LEVEL DESCRIPTIONS**

**DEVELOPING (150-161)**

A typical student at the **developing** level may:

- make inferential connections between two explicitly related points
- follow the logic of an explicitly structured argument
- mistake evidence that is broadly related to a topic for evidence that is relevant to a specific assertion
- identify evidence that directly supports or undermines a claim
- have difficulty distinguishing causation from correlation

**PROFICIENT (162-172)**

A typical student at the **proficient** level has demonstrated the ability to:

- make inferential connections
- follow the logic of an argument
- understand logical relationships between assertions/arguments and supporting information
- identify implicit assumptions and evidence that supports or undermines a claim
- distinguish causation from correlation

**ADVANCED (173-180)**

A typical student at the **advanced** level has demonstrated the ability to:

- extrapolate implications
- describe the logic of complex arguments
- understand subtle logical relationships between assertions/arguments and supporting information
- identify needed evidence and implicit assumptions
- identify possible alternative causes or explanations

See [www.ets.org/heighten/ctproficiency](http://www.ets.org/heighten/ctproficiency) for the complete descriptions.

Report Filters

Major: All | Class Level (Credit Hours): All

Report excludes students who complete fewer than 75% of the questions. See roster for list of students.

For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.

**Southwestern Oregon Community College**

Coos Bay, OR  
USA  
Test: HEIghten® Critical Thinking Assessment

**REPORTING GROUP:**

Cohort: Combined  
Close Date: Combined  
Students Tested: 46  
Records Excluded: 1  
Students Included in Report: 45  
(See bottom of report to view filters applied)

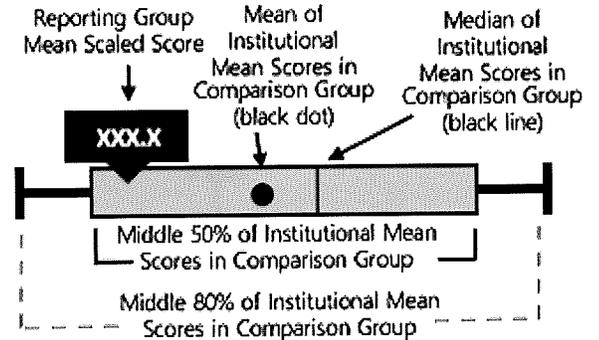
**COMPARISON GROUP:**

Comparison Group: All Institutions  
Institutions: 29  
Students Included in Report: 2,520

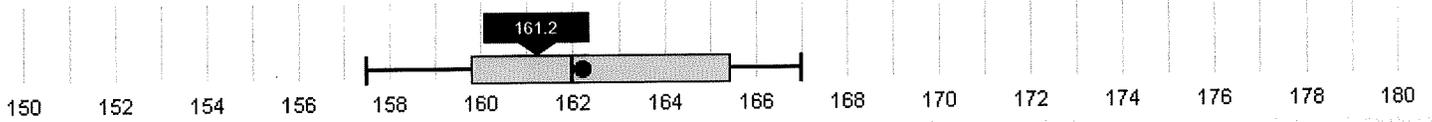
**INSTITUTIONS' OVERALL SCALED SCORE AND SUBSCORE MEANS**

The chart below enables you to compare the mean scaled scores for your Reporting Group with the mean scaled scores of the institutions in the Comparison Group.

The number in the dark rectangle is the mean scaled score of your Reporting Group. The figure below it is a "box-and-whisker" graph of the mean scores of the institutions in the Comparison Group. The yellow bar (the "box") shows the range of the middle 50% of the institutions. The black horizontal lines (the "whiskers") extend to the range of the middle 80%. The vertical line through the box indicates the median – the point that separates the upper half of the institutions from the lower half. The black dot indicates the mean of the institutions' mean scores.

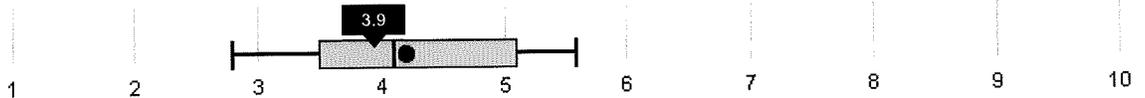


**OVERALL SCALED SCORES (Scale of 150-180)**

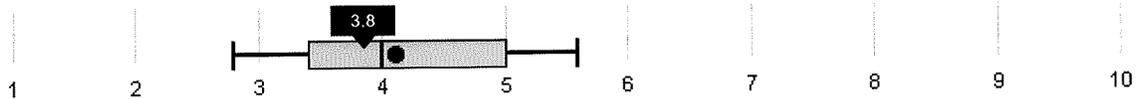


**SUBSCORES (Scale of 1-10)**

Analytic



Synthetic



Report Filters

Major: All | Class Level (Credit Hours): All

Report excludes students who complete fewer than 75% of the questions. See roster for list of students.

For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.

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**Southwestern Oregon Community College**

Coos Bay, OR  
USA

Test: HEIghten® Quantitative Literacy Assessment

**REPORTING GROUP:**

Cohort: Combined  
Close Date: Combined  
Students Tested: 43  
Records Excluded: 1  
Students Included in Report: 42  
(See bottom of report to view filters applied)

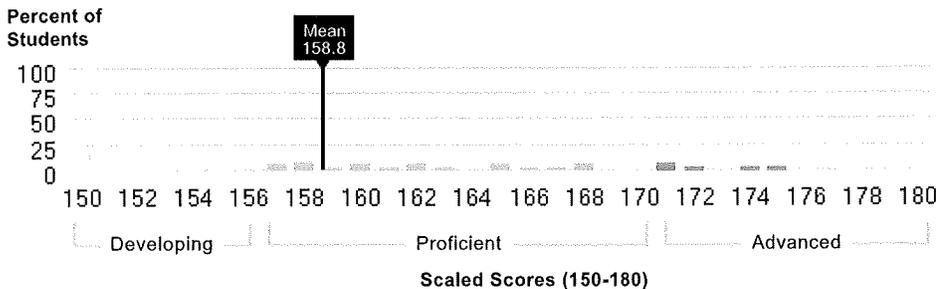
**COMPARISON GROUP:**

Comparison Group: All Institutions  
Institutions: 12  
Students Included in Report: 822

**INDIVIDUAL STUDENTS' OVERALL SCALED SCORES**

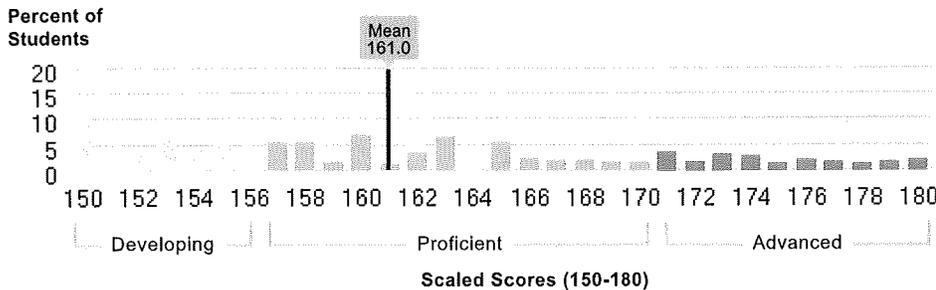
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

**REPORTING GROUP**



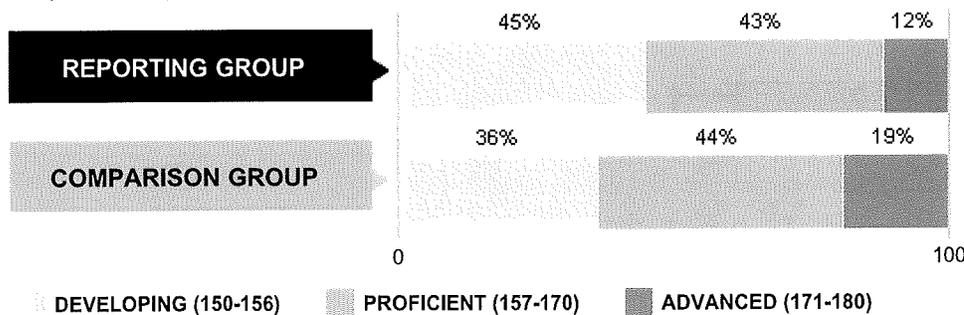
Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

**COMPARISON GROUP**



**PROFICIENCY LEVELS**

This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.



**PROFICIENCY LEVEL DESCRIPTIONS**

**DEVELOPING (150-156)**

A typical student at the **developing** level may:

- reason through single-step word problems
- recognize basic algebraic techniques and Euclidean geometry facts
- perform four basic operations with integers
- interpret simple quantitative relationships
- identify that terminology/notation are needed to communicate results

**PROFICIENT (157-170)**

A typical student at the **proficient** level has demonstrated the ability to:

- reason through simple multi-step word problems
- apply solution strategies to a particular context
- use basic algebra and Euclidean geometry facts
- compute basic percents and positive percent change
- perform the four basic operations with integers and decimals
- interpret simple quantitative relationships and some complex data representations
- recognize correct terminology/notation for communicating results

**ADVANCED (171-180)**

A typical student at the **advanced** level has demonstrated the ability to:

- reason through complex multi-step word problems
- apply solution strategies to a variety of contexts
- use and understand algebra and Euclidean geometry facts
- compute and interpret percents and percent change
- perform four basic operations with integers, decimals, and fractions
- interpret complex quantitative relationships and data representations
- use correct terminology/notation for communicating results

See [www.ets.org/heighten/qiproficiency](http://www.ets.org/heighten/qiproficiency) for the complete descriptions.

Report Filters

Major: All | Class Level (Credit Hours): All

Report excludes students who complete fewer than 75% of the questions. See roster for list of students.

For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.

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**Southwestern Oregon Community College**

Coos Bay, OR  
USA

Test: HEIghten® Quantitative Literacy Assessment

**REPORTING GROUP:**

Cohort: Combined  
Close Date: Combined  
Students Tested: 43  
Records Excluded: 1  
Students Included in Report: 42  
(See bottom of report to view filters applied)

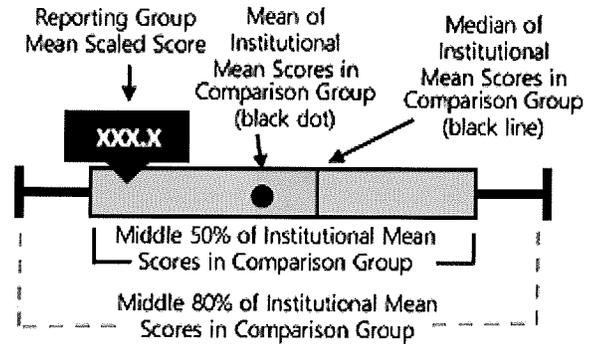
**COMPARISON GROUP:**

Comparison Group: All Institutions  
Institutions: 12  
Students Included in Report: 822

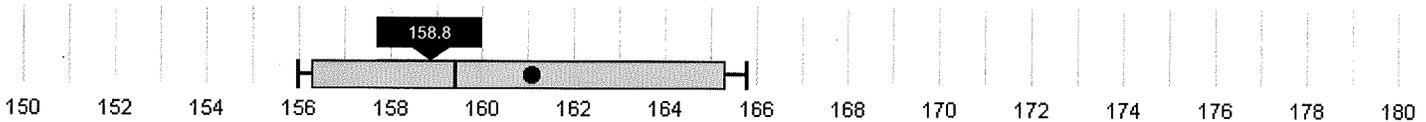
**INSTITUTIONS' OVERALL SCALED SCORE AND SUBSCORE MEANS**

The chart below enables you to compare the mean scaled scores for your Reporting Group with the mean scaled scores of the institutions in the Comparison Group.

The number in the dark rectangle is the mean scaled score of your Reporting Group. The figure below it is a "box-and-whisker" graph of the mean scores of the institutions in the Comparison Group. The yellow bar (the "box") shows the range of the middle 50% of the institutions. The black horizontal lines (the "whiskers") extend to the range of the middle 80%. The vertical line through the box indicates the median – the point that separates the upper half of the institutions from the lower half. The black dot indicates the mean of the institutions' mean scores.

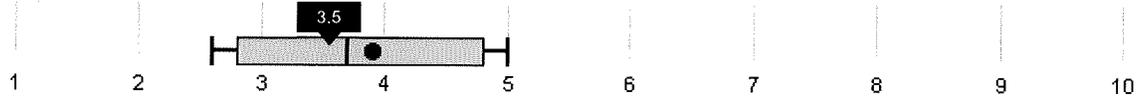


**OVERALL SCALED SCORES (Scale of 150-180)**



**SUBSCORES (Scale of 1-10)**

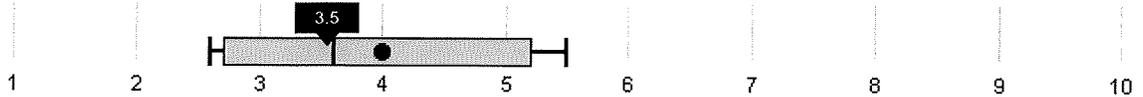
**Number & Operations**



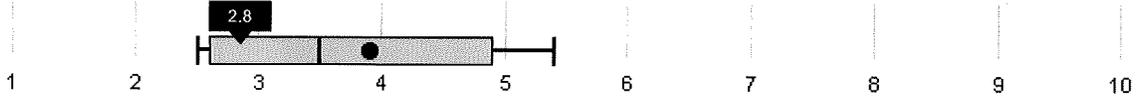
**Algebra**



**Geometry & Measurement**



**Statistics & Probability**



Report Filters

Major: All | Class Level (Credit Hours): All

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**Southwestern Oregon Community College**

Coos Bay, OR  
USA

Test: HEIghten® Written Communication Assessment

**REPORTING GROUP:**

Cohort: Combined  
Close Date: Combined  
Students Tested: 44  
Records Excluded: 3  
Students Included in Report: 41  
(See bottom of report to view filters applied)

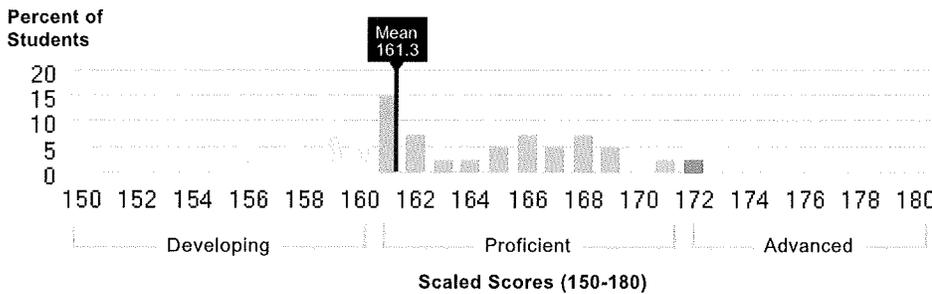
**COMPARISON GROUP:**

Comparison Group: All Institutions  
Institutions: 27  
Students Included in Report: 2,162

**INDIVIDUAL STUDENTS' OVERALL SCALED SCORES**

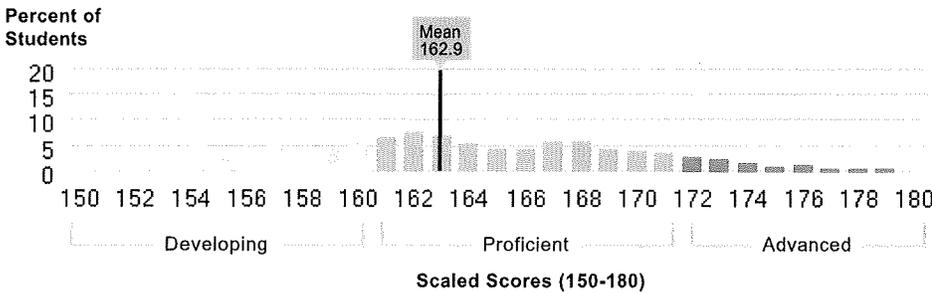
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**REPORTING GROUP**



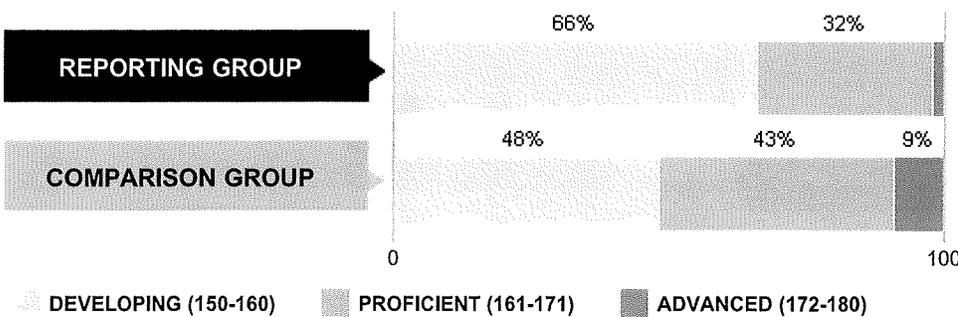
Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

**COMPARISON GROUP**



**PROFICIENCY LEVELS**

This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.



When a reporting group proficiency level is less than 6%, the percent value will not display. If the proficiency level information cannot be determined using the chart, administrators may calculate the percentages using the data download report.

**PROFICIENCY LEVEL DESCRIPTIONS**

**DEVELOPING (150-160)**

A typical student at the **developing** level may:

- not consistently use or recognize the use of appropriate information from source texts
- be unable to represent a source's meaning with accuracy
- have difficulty developing ideas or recognizing the development of ideas
- struggle to present ideas or recognize the presentation of ideas
- have difficulty composing or revising text to be generally free of errors

**PROFICIENT \* (161-171)**

A typical student at the **proficient** level has demonstrated the ability to:

- use or recognize the use of appropriate information from source texts
- represent a source's meaning with general accuracy
- develop ideas or recognize the development of ideas
- present ideas or recognize the presentation of ideas
- compose or revise text to be generally free of errors

**ADVANCED \* (172-180)**

A typical student at the **advanced** level has demonstrated the ability to:

- use or recognize the use of appropriate information from source texts to convincingly support ideas
- represent a source's meaning with accuracy
- fully develop ideas or recognize the full development of ideas
- effectively present ideas or recognize the effective presentation of ideas
- compose or revise text to be free of all but minor errors

\*To qualify as Proficient or Advanced, test takers must also earn a minimum essay score of 6.

See [www.ets.org/heighten/wcproficiency](http://www.ets.org/heighten/wcproficiency) for the complete descriptions.

Report Filters

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**Southwestern Oregon Community College**

Coos Bay, OR  
USA  
Test: HEIghten® Written Communication Assessment

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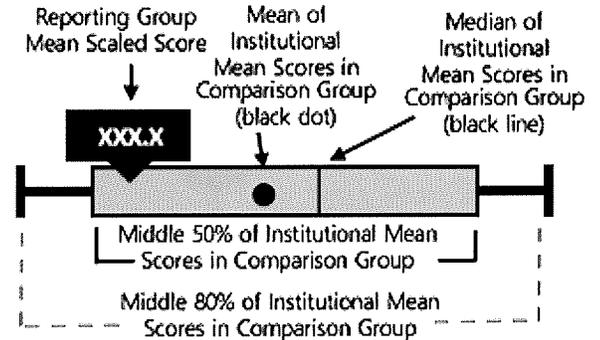
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**INSTITUTIONS' OVERALL SCALED SCORE AND SUBSCORE MEANS**

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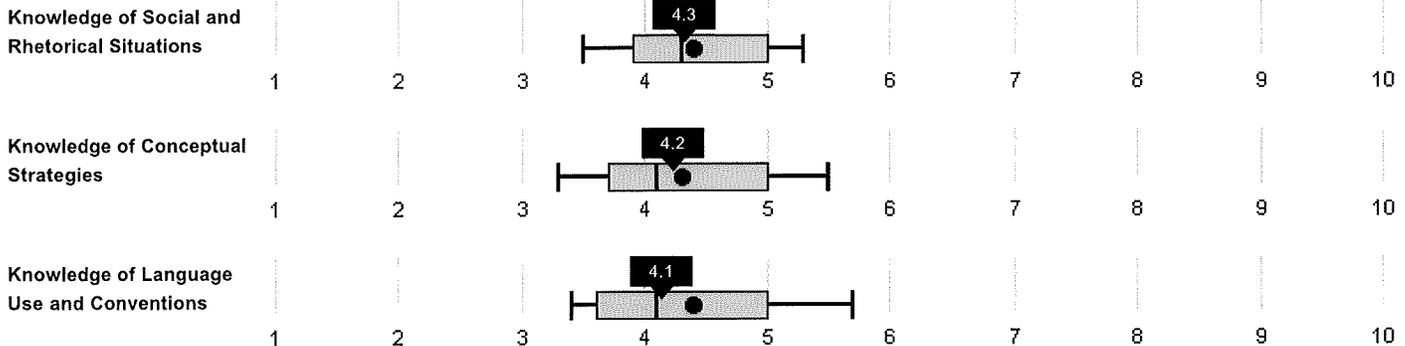
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**OVERALL SCALED SCORES (Scale of 150-180)**



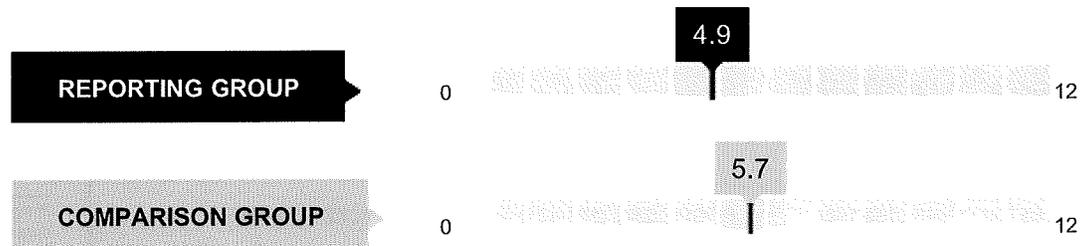
**SUBSCORES (Scale of 1-10)**



**DIRECT WRITING MEASURE (Scale of 0-12)**

The Direct Writing Measure requires students to compose an original response that adopts and defends a position on the claim presented in a passage.

To see the scoring rubric for the Direct Writing Measure, please go to: [www.ets.org/heighten/scores](http://www.ets.org/heighten/scores).



Report Filters  
Major: All | Class Level (Credit Hours): All

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For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.

# APPENDIX D

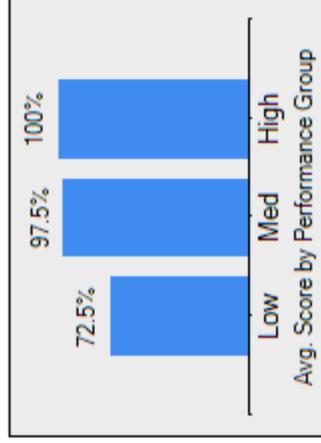
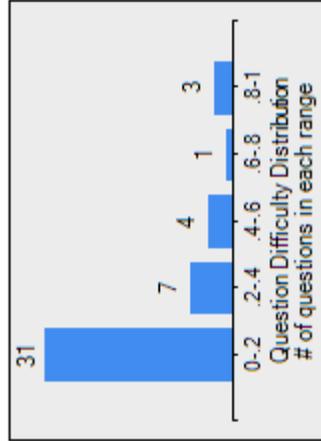
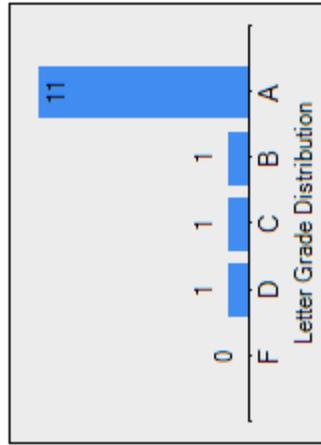
## Writing “Closing the Loop”

Outcome 4	Measureable Criteria	Measurement Tool	Courses	Time Frame
Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.	80% or more students will earn a 80% or better grade on the eight mechanics review quizzes.	Mechanics Review Quizzes	WR 227	Spring 2017 Fall 2017

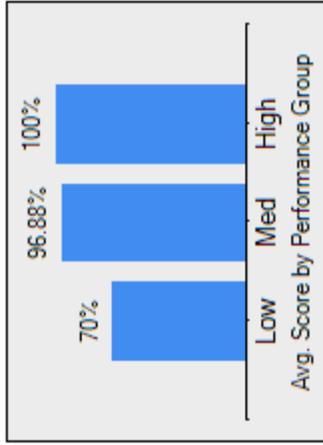
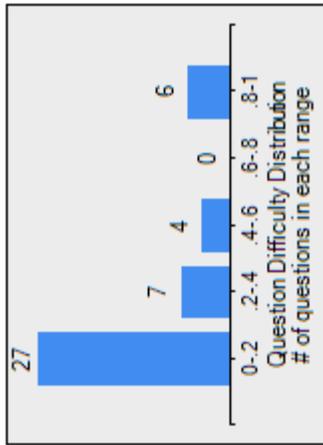
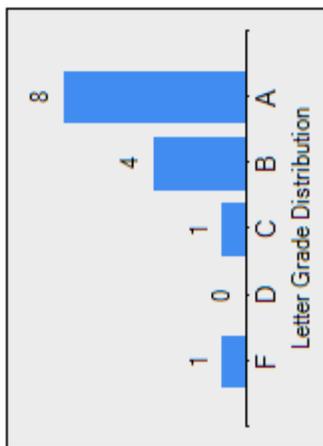
The spring 2017 WR 227 section continued to have repeated common grammar and mechanics errors after students completed their reviews and quizzes. The assessment plan was to evaluate fall 2017 students as they reviewed and applied grammar and mechanics guidelines. The purpose of this assessment is to identify which grammar and mechanics concepts continue to trouble students after they have completed all eight of the reviews.

### Results:

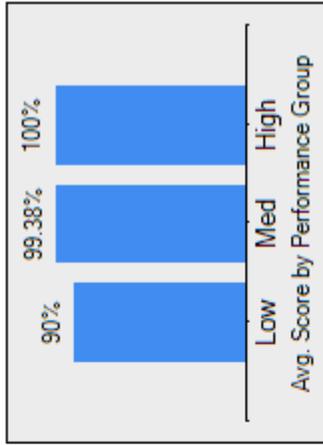
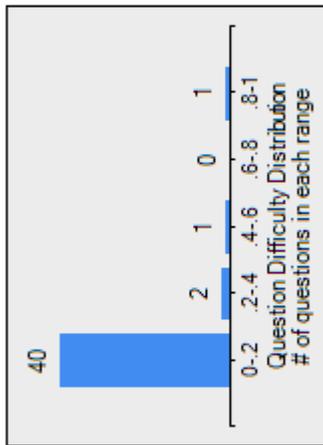
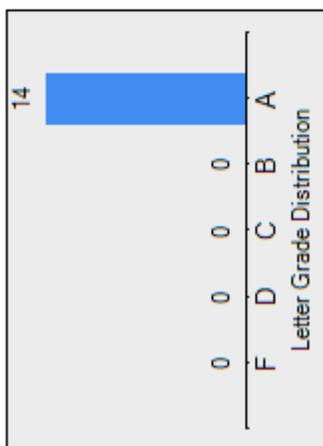
**Commas—90% average (86% with 80% or better)**



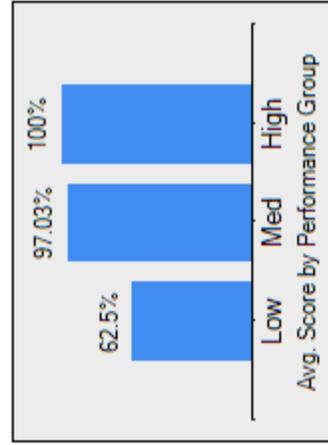
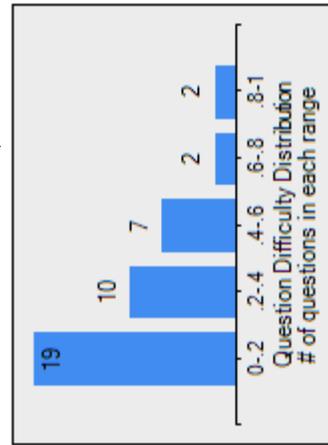
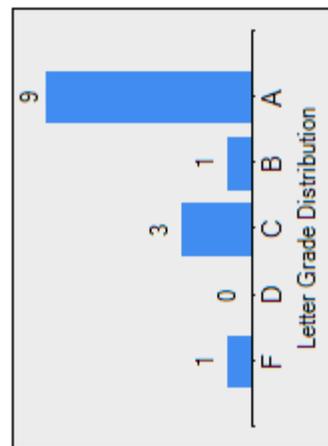
**Semicolons and Colons—87.14% average (86% with 80% or better)**



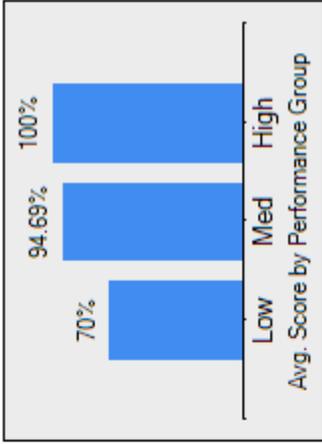
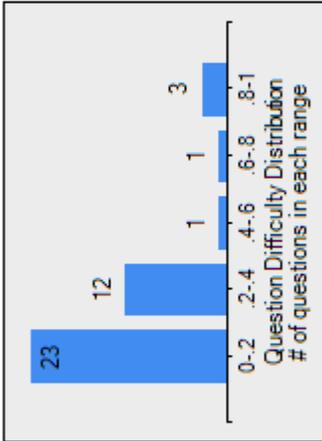
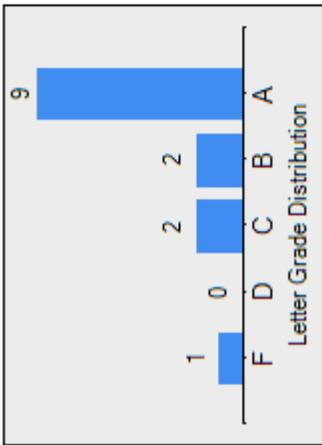
**Capitalization—95.71% average (100% with 80% or better)**



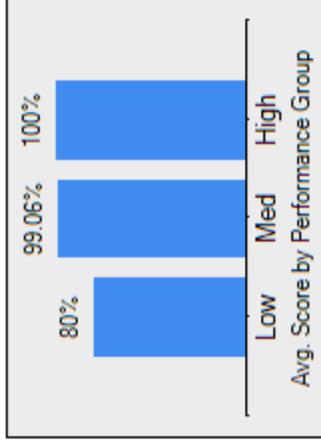
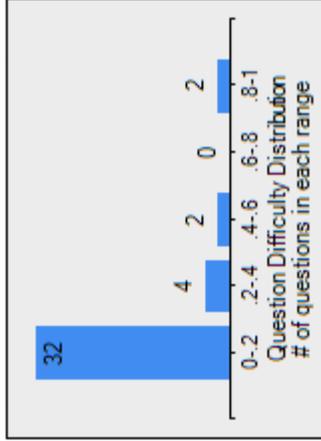
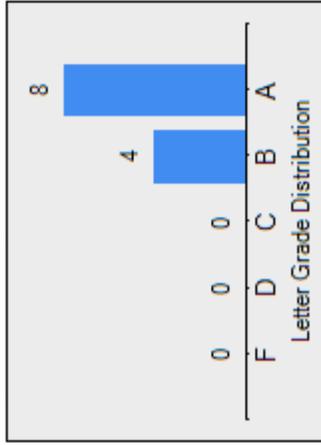
**Other Punctuation—85.71% average (71% with 80% or better)**



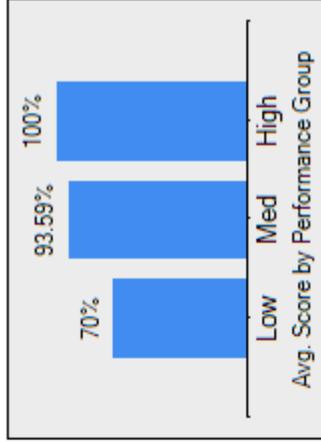
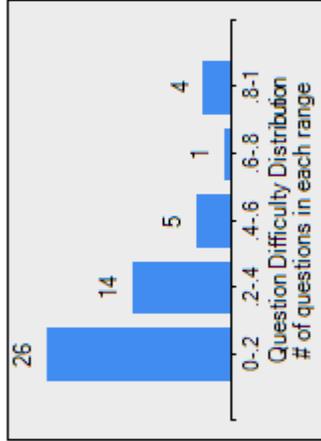
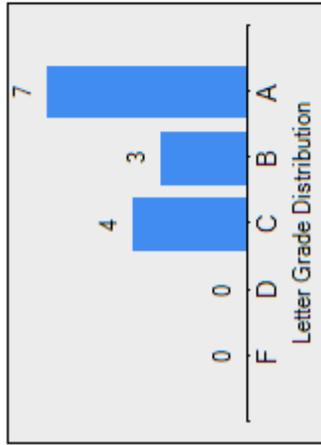
**Possessive Nouns—82.86% average (78.5% with 80% or better)**



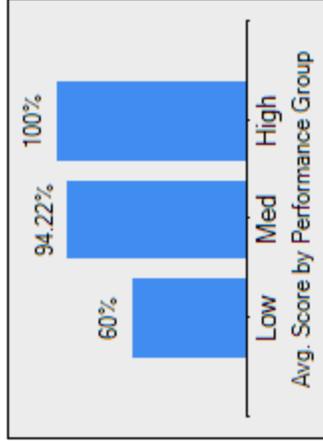
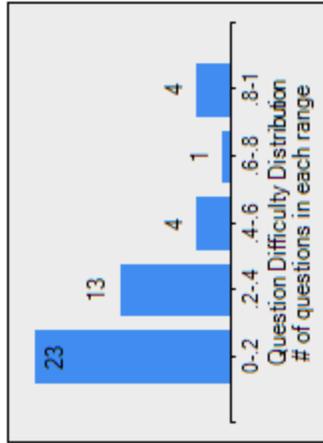
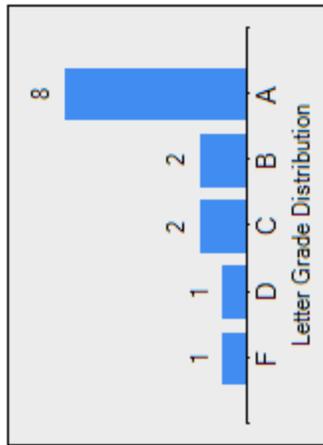
**Subject Verb Agreement—92.5% average (100% with 80% or better)**



**Pronoun Antecedent—85.71% average (71% with 80% or better)**



**Personal Pronouns—83.57% average (71% with 80% or better)**



**Analysis:** Mechanics and punctuation continue to cause frustrations for students. We assume that by the time students reach WR 227 Report Writing at the end of their writing sequence, most students should exhibit control over mechanics. However, a review is helpful in reminding students of what they already know and to clarify misconceptions of the grammar rules. Rather than spending valuable class time in reviewing grammar and mechanics, I put the responsibility on the students for their own reviews. I have created eight general grammar and mechanic review guidelines with rules, examples, and sample quiz worksheets. Students review two guidelines each week for the first four weeks of the course. For each review students demonstrate understanding and proficiency by taking a 10-question quiz. Each quiz has a pool of questions (approximately 40 questions), and the online quiz populates each quiz from those pools. Students are allowed to use guideline sheets and notes as they take the quiz with the intention that as they write, if they question something, they can get their own help. Students are also allowed to repeat the quiz as often as they'd like, and the highest score counts. Each time they take the quiz, different questions populate.

For half of the mechanics review quizzes, 80% of the students received an 80% or better: commas, semicolons and colons, capitalization, and subject verb agreement. The other half of the mechanics review quizzes, 80% of the students received less than 80%: other punctuation, possessive nouns, pronoun antecedents, and personal pronouns.

**Plan:** Students continue to have more struggles with other punctuation, possessive nouns, pronoun antecedents, and personal pronouns. I plan to have brief in-class reviews of these mechanics to share examples and clarify understanding. The students will then take the quizzes. I will compare to see if the reviews have improved the students' scores.

Evaluating Outcomes Assessment Plan and Progress				
Respondents:	56 displayed, 56 total	Status:	Open	
Launched Date:	02/06/2018	Closed Date:	03/08/2018	
1. Assessment Planning				
		Response Total	Response Percent	Points Avg
Initial: No formal plan (1 Points)		2	5%	2 2
Emerging: Relies on short-term planning (2 Points)		24	59%	48 48
Developed: Clear multi-year plan (3 Points)		11	27%	33 33
Highly Developed: Clear multi-year plan with several years of implementation (4 Points)		4	10%	16 16
Total Respondents		41	100%	
Total Responses		41		
Total Points Earned		99		
Point Average		2.41		
Point Weighted Average		2.41		
(skipped this question)		15		
2. Assessable Outcomes				
		Response Total	Response Percent	Points Avg
Initial: Non-specific outcomes. Do not state student learning outcomes (1 Points)		2	5%	2 2
Emerging: Most outcomes indicate how students demonstrate learning (2 Points)		14	34%	28 28
Developed: Each outcome describes student demonstration of learning (3 Points)		18	44%	54 54
Highly Developed: Outcomes describe demonstration of student learning. Outcomes used for improvement. (4 Points)		7	17%	28 28
Total Respondents		41	100%	
Total Responses		41		
Total Points Earned		112		
Point Average		2.73		
Point Weighted Average		2.73		
(skipped this question)		15		
3. Assessment Implementation				
		Response Total	Response Percent	Points Avg
Initial: Not clear that assessment data is collected (1 Points)		5	12%	5 5

Emerging: Evidence collected. Faculty have discussed <u>relevant</u> criteria for reviewing (2 Points)	20	49%	40	40
Developed: Evidence is collected and faculty use relevant criteria (3 Points)	12	29%	36	36
Highly Developed: Evidence collected, criteria determined and faculty discuss multiple sets of data. <u>Data</u> is used. (4 Points)	4	10%	16	16
Total Respondents		41	100%	
Total Responses		41		
Total Points Earned		97		
Point Average		2.37		
Point Weighted Average		2.37		
(skipped this question)		15		

## 4. Alignment

	Response Total	Response Percent	Points	Avg
Initial: No clear relationship between outcomes and curriculum (1 Points)	6	15%	6	6
Emerging: Some alignment between curriculum and outcomes (2 Points)	16	39%	32	32
Developed: Clear alignment between curriculum and outcomes (3 Points)	14	34%	42	42
Highly Developed: Curriculum, grading and support services are aligned with outcomes (4 Points)	5	12%	20	20
Total Respondents		41	100%	
Total Responses		41		
Total Points Earned		100		
Point Average		2.44		
Point Weighted Average		2.44		
(skipped this question)		15		

## 5. Valid Results

	Response Total	Response Percent	Points	Avg
Initial: Little to no evidence that measures are valid (1 Points)	14	34%	14	14
Emerging: Majority of measures are valid (2 Points)	15	37%	30	30
Developed: Valid measures in regular use (3 Points)	8	20%	24	24
Highly Developed: Multi-year use of valid measures (4 Points)	4	10%	16	16
Total Respondents		41	100%	
Total Responses		41		

Total Points Earned 84

Point Average 2.05

Point Weighted Average 2.05

(skipped this question) 15

6. Reliable Results

	Response Total	Response Percent	Points	Avg
Initial: No process to check for inter-rater reliability (1 Points)	18	44%	18	18
Emerging: Faculty preparing inter-rater reliability (2 Points)	14	34%	28	28
Developed: Faculty check for inter-rater reliability (3 Points)	6	15%	18	18
Highly Developed: Multi-year use of process and evidence of good inter-rater reliability (4 Points)	3	7%	12	12
Total Respondents		41	100%	
Total Responses		41		
Total Points Earned		76		
Point Average		1.85		
Point Weighted Average		1.85		
(skipped this question)		15		

7. Annual Feedback on Assessment Efforts

	Response Total	Response Percent	Points	Avg
Initial: No person or committee provides feedback to departments on quality of their assessment plan (1 Points)	12	29%	12	12
Emerging: Occasional feedback by person or committee (2 Points)	21	51%	42	42
Developed: Annual feedback by person or committee. Departments use feedback. (3 Points)	6	15%	18	18
Highly Developed: Annual feedback, departmental use and clear insitutional support (4 Points)	2	5%	8	8
Total Respondents		41	100%	
Total Responses		41		
Total Points Earned		80		
Point Average		1.95		
Point Weighted Average		1.95		
(skipped this question)		15		

8. Results are Used

	Response Total	Response Percent	Points	Avg
Initial: Results for outcomes are collected but not discussed. (1 Points)	8	20%	8	8
Emerging: Results	16	39%	32	32

collected, discussed but not used. (2 Points)				
Developed: Results collected, discussed and used. (3 Points)	14	34%	42	42
Highly Developed: Results collected, discussed and used and evidence to confirm that changes lead to improved learning (4 Points)	3	7%	12	12
Total Respondents		41	100%	
Total Responses		41		
Total Points Earned		94		
Point Average		2.29		
Point Weighted Average		2.29		
(skipped this question)		15		

9. Planning and Budgeting

	Response Total	Response Percent	Points	Avg
Initial: Outcomes not integrated into planning and budget (1 Points)	15	37%	15	15
Emerging: Attempts at aligning outcomes and planning and budget (2 Points)	23	56%	46	46
Developed: Alignment of outcomes and planning and budget occurs informally (3 Points)	2	5%	6	6
Highly Developed: Alignment of outcomes and planning is systematic and intentional (4 Points)	1	2%	4	4
Total Respondents		41	100%	
Total Responses		41		
Total Points Earned		71		
Point Average		1.73		
Point Weighted Average		1.73		
(skipped this question)		15		

10. How would you rate your satisfaction with using LiveText software to record outcomes assessment?

	Highly Satisfied (5 Points)	Satisfied (4 Points)	Neutral (3 Points)	Unsatisfied (2 Points)	Highly Unsatisfied (1 Points)	Response Total	Points	Avg
Ease of use	5% (2)(10pts)	20% (8)(32pts)	22.5% (9)(27pts)	30% (12)(24pts)	22.5% (9)(9pts)	40	102	2.55
Time required to enter assessment scores	5% (2)(10pts)	12.5% (5)(20pts)	32.5% (13)(39pts)	25% (10)(20pts)	25% (10)(10pts)	40	99	2.48
Rubric format	10% (4)(20pts)	15% (6)(24pts)	35% (14)(42pts)	20% (8)(16pts)	20% (8)(8pts)	40	110	2.75
Validity and reliability of data generated	2.5% (1)(5pts)	15% (6)(24pts)	32.5% (13)(39pts)	22.5% (9)(18pts)	27.5% (11)(11pts)	40	97	2.42
Total Respondents						40		
Total Responses						160		
Total Points Earned						408		

Survey Results

Point Average 2.55

Point Weighted Average 2.55

(skipped this question) 16

11. Would you like additional training on LiveText?

	Response Total	Response Percent	Points	Avg
Yes	13	34%	n/a	n/a
No	25	66%	n/a	n/a
Total Respondents		38		
(skipped this question)		18		

12. You indicated you would like additional training on LiveText, what format would you prefer?

	Response Total	Response Percent	Points	Avg
One-on-one training	7	18%	n/a	n/a
Small group workshop	9	22%	n/a	n/a
Large group workshop	0	0%	n/a	n/a
Total Respondents		40		
(skipped this question)		16		

13. Would you like additional training on generating valid and reliable assessment rubrics?

	Response Total	Response Percent	Points	Avg
Yes	24	60%	n/a	n/a
No	16	40%	n/a	n/a
Total Respondents		40		
(skipped this question)		16		

14. You indicated you would like additional training on generating valid and reliable assessment rubrics, what format would you prefer?

	Response Total	Response Percent	Points	Avg
One-on-one training	7	18%	n/a	n/a
Small group workshop	17	42%	n/a	n/a
Large group workshop	0	0%	n/a	n/a
Total Respondents		40		
(skipped this question)		16		

15. What are your primary concerns regarding the process of assessing learning outcomes (please describe)?

Total Respondents			28
(skipped this question)			28

16. What suggestions do you have to improve the Outcomes Assessment process (please describe)?

Total Respondents			22
(skipped this question)			34

# APPENDIX F

Reports

## Tools

### My Reports. - Standard/Outcome Report

[Save Report](#) | [Modify Report Criteria](#)

**Title** Fall 2017 GSLO Outcomes      **Institutions** OR: Southwestern Oregon Community College      **Description**  
**Rubrics**45      **Standard Levels**4

### Fall 2017 GSLO Outcomes Reporting

[Export CSV](#)

Note: Result below indicates the total number of times students have been assessed using the standards defined.

Standard	Rubric Count	Total Assessment Count	Total Student Count	Exemplary Proficiency Asmt Cnt (Stud Cnt)	Developed Proficiency Asmt Cnt (Stud Cnt)	Marginal Proficiency Asmt Cnt (Stud Cnt)	Emerging Proficiency Asmt Cnt (Stud Cnt)
<a href="#">GSLO.CCAT1</a>	19	1825	757	470 (313)	230 (130)	656 (344)	469 (250)
<a href="#">GSLO.CCAT2</a>	13	1154	620	201 (172)	104 (69)	404 (292)	445 (273)
<a href="#">GSLO.CCAT3</a>	13	1133	599	276 (190)	129 (76)	351 (278)	377 (236)
<a href="#">GSLO.CCAT4</a>	15	1271	625	369 (249)	133 (71)	491 (288)	278 (201)
<a href="#">GSLO.CGCR1</a>	8	296	141	86 (36)	58 (19)	87 (71)	65 (43)
<a href="#">GSLO.CGCR2</a>	7	179	143	29 (26)	10 (6)	73 (71)	67 (57)
<a href="#">GSLO.CGCR3</a>	6	138	121	20 (20)	9 (9)	60 (59)	49 (41)
<a href="#">GSLO.CGCR4</a>	7	300	129	71 (20)	70 (28)	90 (74)	69 (45)
<a href="#">GSLO.CGCR5</a>	6	194	160	43 (40)	9 (7)	87 (84)	55 (43)
<a href="#">GSLO.CGCR6</a>	10	211	174	33 (31)	12 (9)	93 (88)	73 (61)
<a href="#">GSLO.COMM1</a>	18	979	608	244 (176)	73 (64)	372 (301)	290 (228)
<a href="#">GSLO.COMM2</a>	14	1531	566	349 (162)	197 (100)	461 (298)	524 (263)
<a href="#">GSLO.COMM3</a>	20	1535	655	391 (180)	146 (69)	396 (283)	602 (365)
<a href="#">GSLO.COMM4</a>	17	1463	578	369 (164)	169 (81)	511 (295)	414 (268)
<a href="#">GSLO.COMP1</a>	11	1232	469	191 (107)	161 (93)	393 (228)	487 (298)
<a href="#">GSLO.COMP2</a>	10	1282	422	114 (58)	159 (79)	373 (241)	636 (313)
<a href="#">GSLO.COMP3</a>	12	1496	416	170 (68)	168 (74)	517 (254)	641 (310)
<a href="#">GSLO.COMP4</a>	7	756	378	64 (50)	42 (39)	216 (193)	434 (271)
<a href="#">GSLO.COMP5</a>	11	1283	458	140 (99)	145 (93)	436 (240)	562 (303)

<u>GSLO.COMP6</u>	11	1027	431	92 (63)	137 (100)	358 (219)	440 (276)
<u>GSLO.COMP7</u>	6	428	232	99 (79)	87 (68)	186 (80)	56 (51)

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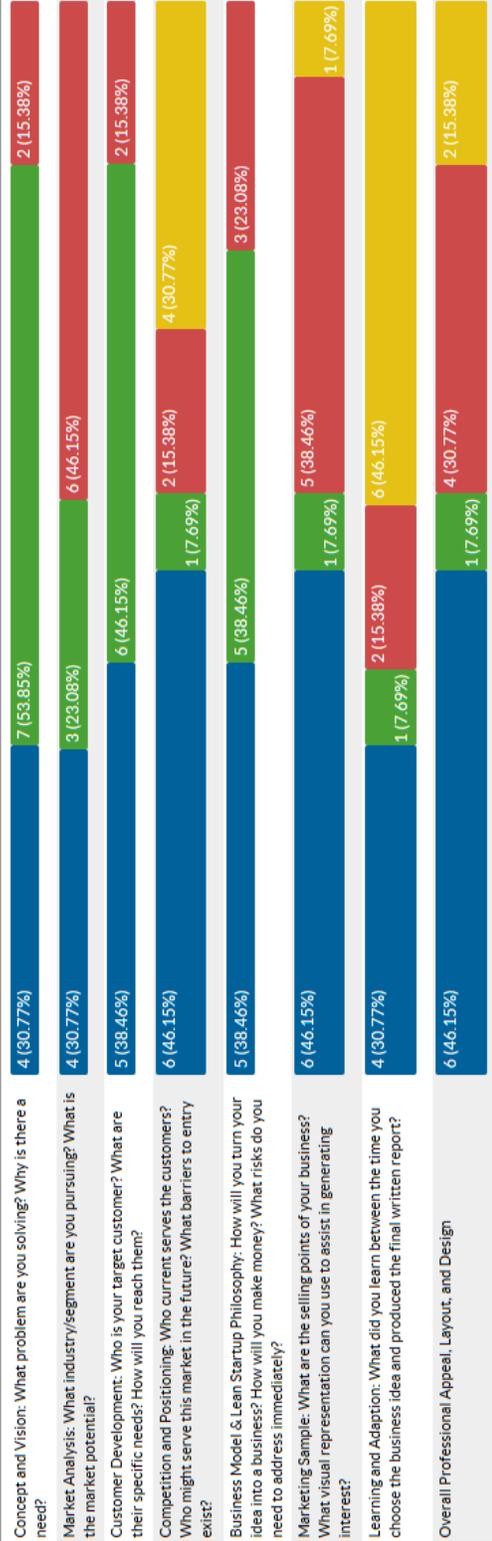
# APPENDIX G

## Sample Outcomes Assessments

### Computer Information Systems

Program Outcome	Measureable Criteria	Measurement Tool	Courses	Time Frame
5 Apply project-life-cycle concepts to assist in business need solutions.	Overall Proficiency @ 50%	Rubric for assessing final project. Learning and Adaption (CIS 250) and Project Life-Cycle evidence (CIS 120)	CIS 250 CIS 120	Fall 2017-2018 Term

### Results:





**Analysis:**

- ✓ I do not think the measurement tool did a fair job at measuring the level of outcome for CIS 250.
- ✓ Did a fair job at measuring outcome for CIS 120. I was able to use this outcome in previous terms. Though planning, I added it to the grading rubrics and instructions.

**Plan: (KEY Step in outcomes assessment process)**

- ✓ CIS 250 –
  - Used rubric for assessment, but did not include it as a grading rubric for the final assignment. Making the rubric available to students will give the students a better idea of expectations regarding professionalism and layout.
  - This was the first time I had taught this course. The coursework resulted in two exceptional examples to show to future students.
- ✓ CIS 120 –
  - This was an improvement from previous term's course assessment. Added the outcome of Life Cycle Improvement to the grading and assessment rubric and gave example of using instructor feedback to aid in making enhancements to previously submitted assignments before turning the project in for the final.
  - Will take extra time to stress the importance on continual improvement going forward.

## Psychology

Outcome 1	Measurable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.	80% of the class will earn a C or better on the research project/essay following the scoring rubric for essay questions.	Major Writing Assignment: Applying Psychology to Real Life	Douda PSY203	Spring 2017

### Results: Figures on following page

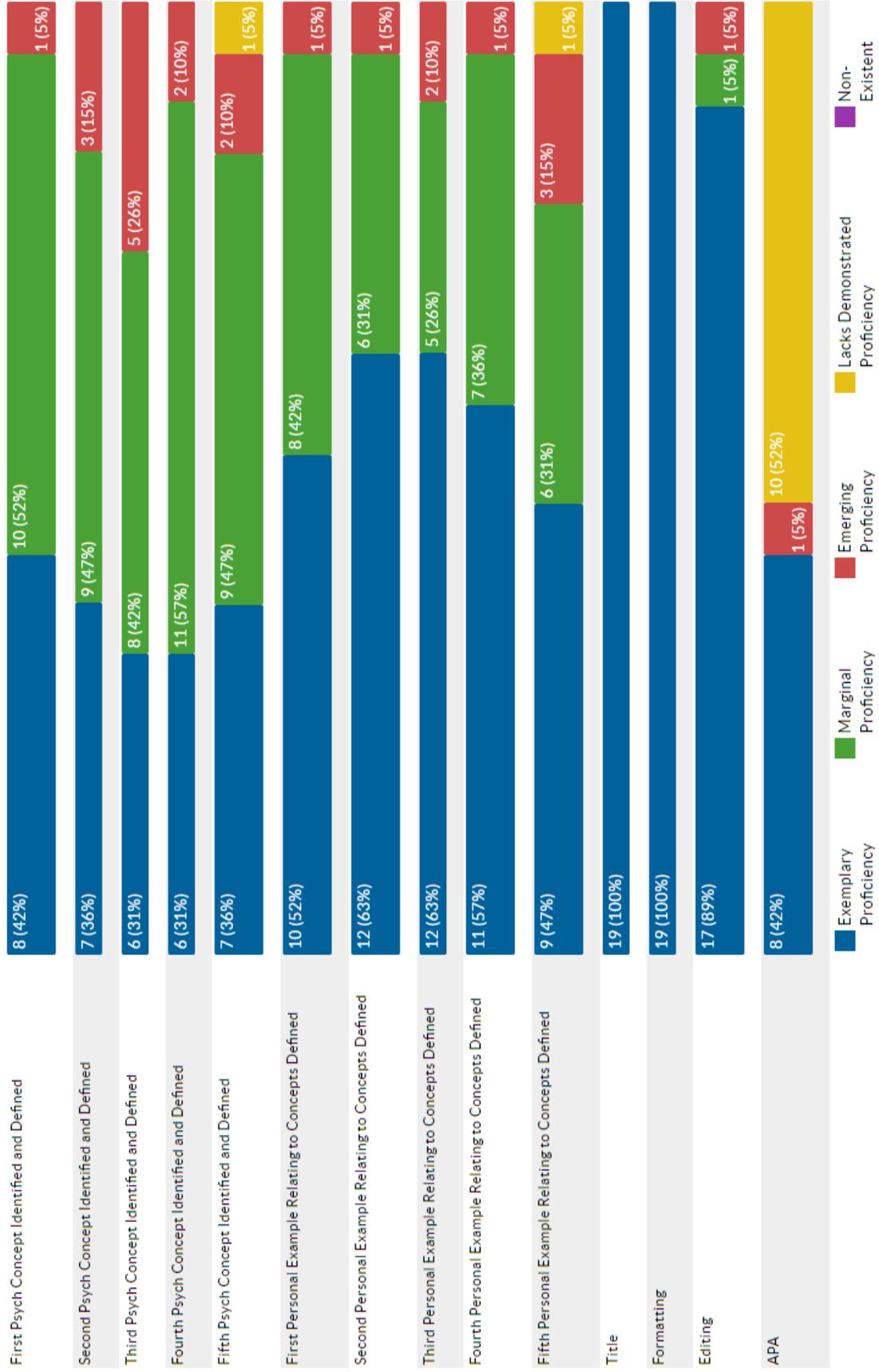
#### Analysis:

Overall, the average grade on this assignment was a 40.9/50, or an 81.8%. The biggest area for student improvement is their use and application of APA style in-text citations, where 52% of student assignments lacked demonstrated proficiency. This is an improvement over the assignment from the previous course/term (PSY202, Winter 2017), where 63% of students lacked demonstrated proficiency on their in-text citations. It is also apparent that students are better at coming up with examples to fit with certain concepts in psychology than they are at sufficiently defining those concepts.

#### Plan:

Students clearly grasped the critical thinking content of this assignment, but could use improvement in clearly defining psychological concepts in a way that an audience not familiar with psychology could understand. Students' use and proper application of APA in-text citations are still below expectations. In future classes using this assignment, I will spend more in-class time, in the form of low-stakes writing assignments and a group activity, demonstrating the importance of giving credit to the work of others (e.g., in-text citations). In addition, more time will also be spent helping the students understand the importance of writing clearly so that individuals who don't share their same knowledge-base can understand their ideas fully.

## Major Writing Assignment:



## Major Writing Assignment, GSLO Rubric:

Rubric View: 4GSLO CCAT Creative, Critical & Analytical Thinking

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identifies and explains issues	8	9	2	0	3.316	3.000	0.653
Recognizes contexts and assumptions	0	0	0	0	0.000	NA	0.000
Recognizes perspectives	0	0	0	0	0.000	NA	0.000
Evaluates evidence to reach conclusions	14	5	0	0	3.737	4.000	0.440
Identifies and explains issues	<b>8 (42%)</b>				<b>9 (47%)</b>	<b>2 (10%)</b>	
Recognizes contexts and assumptions							
Recognizes perspectives							
Evaluates evidence to reach conclusions	<b>14 (73%)</b>				<b>5 (26%)</b>		

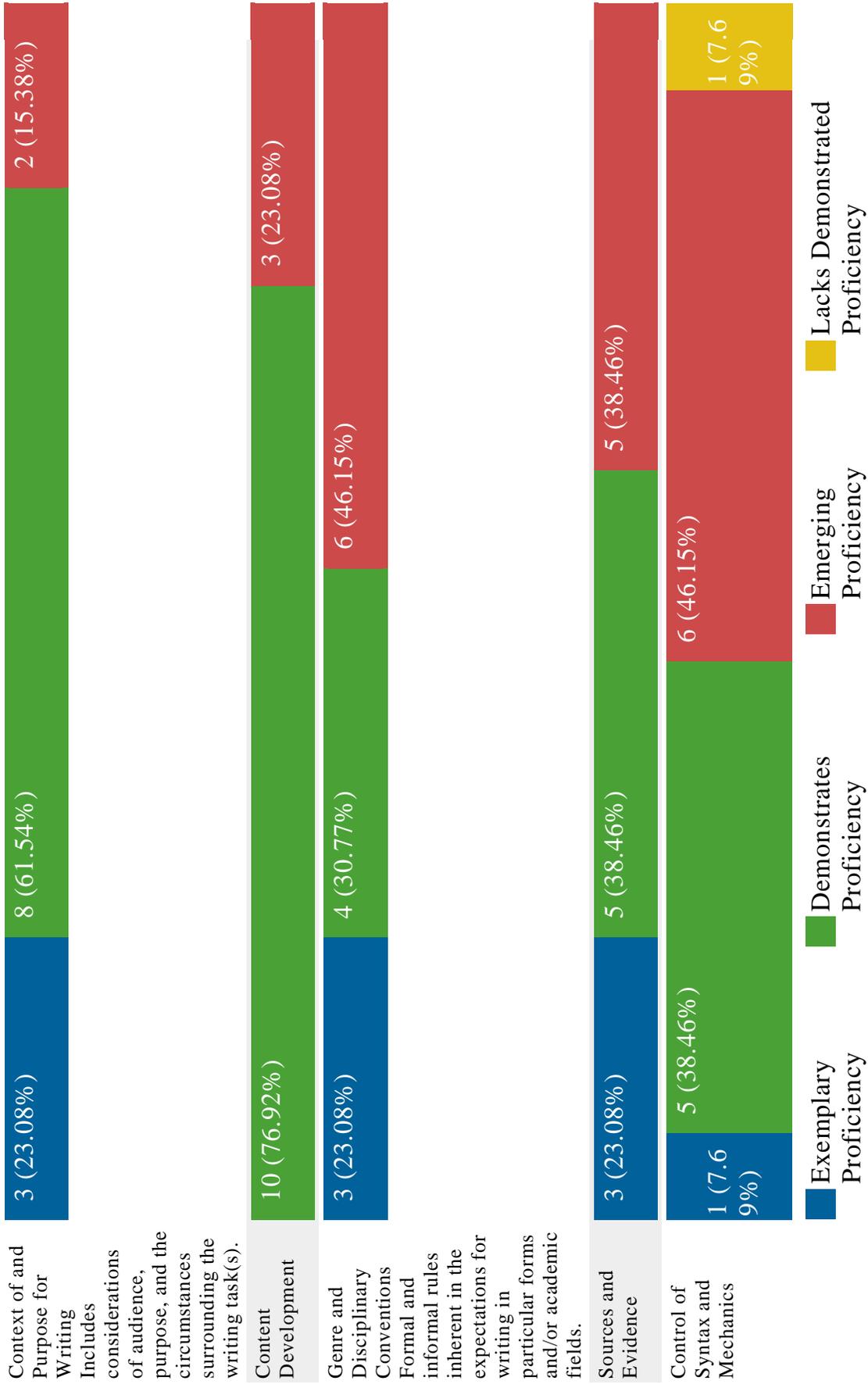
■ Exemplary Proficiency   
 ■ Marginal Proficiency   
 ■ Emerging Proficiency   
 ■ Lacks Demonstrated Proficiency

## Writing

Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate consistent use of conventions particular to a specific writing task including organization, content, presentation, and stylistic choices.	70% of students have achieves “demonstrates proficiency” or higher on context and purpose, content development, genre conventions, sources and evidence, and control of syntax and mechanics.	Final research essay	WR 123	Spring 2017

## Rubric View:

	Exemplary Proficiency (4 pts)	Demonstrates Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	3	8	2	0	3.077	3.000	0.615
Content Development	0	10	3	0	2.769	3.000	0.421
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	3	4	6	0	2.769	2.000	0.799
Sources and Evidence	3	5	5	0	2.846	2.000	0.769
Control of Syntax and Mechanics	1	5	6	1	2.462	2.000	0.746



**Results:** Less than a third of the class demonstrated exemplary proficiency in recognizing the effectiveness and purpose of **sources and evidence**. The majority of students took the texts at face value without examining the credibility or agenda of the authors. Because of this, sources with little merit, or that relied on sketchy evidence, were given the same attention as works of greater magnitude in which the authors had incorporated careful and thorough research. 76% of students were successful in their **content development**. Only 23% of students displayed exemplary proficiency in incorporating **genre and disciplinary conventions**. Only 23% of students displayed exemplary proficiency in utilizing **sources and evidence**. Only 1% of students displayed exemplary proficiency in control of **syntax mechanics**. 70% of students have demonstrated proficiency in these areas.

**Analysis:** An inability to determine the efficacy of a source, I feel, stems from haphazard planning and poor time management on the part of students. I think a clear solution to this problem is to have students present their sources before the entire class and to ask their colleagues important questions about the veracity and design of the sources. I have found that often students not involved with research for the specific topic are able to better identify a compelling and accurate source than the student who has chosen the topic. This inability on the part of students to identify a worthwhile source comes from poor time management and source overload. I find it important to remind them that a large number of sources does not always insure accurate or compelling information. A careful examination and open discussion of source material in the classroom helps eliminate the use of less than effective sources. 70% of students will have demonstrated proficiency in these areas.

**Plan:**

- **In regards to context and purpose, my aim is to enhance student's understanding and utilization of these two concepts by making students more aware of the historical, social, and cultural significance of the material they are discussing. In order to achieve this, students be aware of authors and their backgrounds as well as have an awareness of the era in which a piece was written.**
- **In regards to helping students gain a more comprehensive understanding of genre and disciplinary conventions, I will ask that they recognize different styles and approaches in writing as well as the audiences these styles are intended to address. Once they recognize an effective design in a published piece of writing, I will encourage them to considering modeling their own writing after that particular style.**
- **In regards to having students enhance their interpretation and inclusion of sources and evidence, I intend to have students, in the weeks leading up to the time of writing their essay, present to the class the sources they hope to use for their research essay. During this presentation each student must display a clear understanding of each source's strengths and weaknesses. This presentation must include an examination of the source's own citations. Important**

questions that must be addressed during this discussion are: Does the source reveal examples of thorough research? Is the source's research recorded clearly? And perhaps, most importantly, does the author analyze their sources clearly? The point here is to drive home the idea that these three questions are what readers will be asking of the student's own work. Insubstantial sources, it must be stressed, will only weaken a student's essay. The main point of this exercise will be to establish the idea that careful consideration of sources, as well as a thorough understanding of them, is essential to a successful essay.

- In regards to control and syntax I see value in having students review each other's work. There is added incentive for students to craft correct and clear sentences when they are sharing work with classmates. I also feel there is less immediate stress for students when working in this environment. Perhaps the most important part of this task is asking the students who are doing the reviewing to identify the most consistent errors and for them to find a way to address these issues with the classmate whose work they are commenting on.

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Be able to use multiple writing strategies in order to explore, clarify, and effectively communicate ideas to appropriate audiences.	80% demonstrating proficiency	Essay Grading Rubric Evaluation of in-class persuasive essay with introduction, outline, and conclusion	WR 122	Winter 2017

**Results:** (See chart below)

**Analysis:** 82 % of the students demonstrated audience awareness when writing a persuasive essay, but more should be moving to an exemplary level. It is possible that a summative assignment done in class as a final examination depresses the level of audience awareness the students should be demonstrating. It might be wise to assess a final essay that is written to specific audience profile.

**Plan:** I might have students do a pre-writing exercise that demonstrates how they would frame the same argument differently for two different audiences. Another idea to is have student engage in more meta-discourse about what steps they had taken to persuade their specific audience.

Rubric View: SWOCCwritten communication rubric

	Exemplary Proficiency (4 pts)	Demonstrates Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pt)	Mean	Mode	Stdev
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	1	14	2	0	2.941	3.000	0.416
Content Development	0	8	9	0	2.471	2.000	0.499
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	1	8	8	0	2.588	2.000	0.600
Sources and Evidence	0	11	6	0	2.647	3.000	0.478
Control of Syntax and Mechanics	0	9	8	0	2.529	3.000	0.499
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	1 (5%)	14 (82%)				2 (11%)	
Content Development	8 (47%)		9 (52%)				
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	1 (5%)	8 (47%)		8 (47%)			
Sources and Evidence	11 (64%)		6 (35%)				
Control of Syntax and Mechanics	9 (52%)		8 (47%)				

## APPENDIX H

### Chemistry

### Sample Closing the Loop

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Utilize knowledge of <b>chemical structure</b> to predict and explain the physical properties of chemical materials.	An average score of at least 80% or better on homework and 70% or better on homework and exam questions relating to <b>chemical structure</b> .	Homework, Exams	CHEM 110 CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016  Analysis begins: 2016-2017

### 2015-2016 Results:

CHEM 221 – FL15	Average		Average		Average
HW Chp. 1	N/A	HW Chp. 7	87%	Exam 1	79%
HW Chp. 2	96%	HW Chp. 8	93%	Exam 2	70%
HW Chp. 3	N/A	HW Chp. 9	86%	Final Exam	
HW Chp. 4	N/A	HW Chp. 10	90%		

CHEM 110 – FL15	Average		Average		Average
HW Chp. 2	91%	HW Chp. 8	79%	Exam 1	80%
HW Chp. 3	97%	HW Chp. 17		Exam 2	57% (n=1)
HW Chp. 5	84%	HW Chp. 19		Final Exam	
HW Chp. 6	N/A	HW Chp. 21			

#### Analysis:

##### CHEM 221

Homework: 90%, Exams: 75%

##### CHEM 110

Homework: 88%, Exams: 69%

#### Plan:

I will continue to examine my teaching methodologies and exam and homework questions to improve these numbers.

Further, although students have met my standards, it is difficult to know whether they have met national standards. To compare student achievement in my courses to student achievement in General Chemistry courses nation-wide, I plan to administer an American Chemical Society approved exam for general chemistry at the conclusion of CHEM 223.

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Utilize knowledge of <b>chemical structure</b> to predict	<b>CHEM 110/GS 105/CHEM 221</b> : at least 75% achieve "emerging proficiency"	Homework, Exams,	GS 105 CHEM 110 CHEM 221	Data collection begins: WT17

and explain the physical properties of chemical materials.	<b>CHEM 222:</b> at least 75% achieve “marginal proficiency” <b>CHEM 223:</b> at least 75% achieve “developed proficiency” <b>CHEM 245/246/247:</b> at least 75% achieve “exemplary proficiency”	Chemical structure rubric	CHEM 222 CHEM 223 CHEM 245 CHEM 246 CHEM 247	Analysis begins: SP17
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## 2016-2017 winter Results:

<b>CHEM 246 GOAL:</b>	<b>WT17 RESULTS:</b>
At least 75% of students achieve at least “exemplary proficiency”	<b>100%</b> of students achieved at least “exemplary proficiency”

### WINTER 2017

### CHEM 110

<b>CHEM 110 GOAL:</b>	<b>WT</b>
At least 75% of students achieve at least “emerging proficiency”	<b>88.8%</b> achieved at least “emerging proficiency”

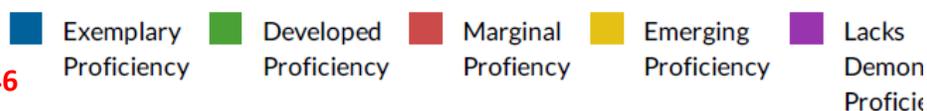
#### Rubric View: Chemical Structure Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	0	0	21	0	2	1.826	2.000	0.564
Molecular Geometry	0	0	0	20	3	0.870	1.000	0.337
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000
Electronic Structure								
Molecular Geometry								
Spectroscopic Analysis								

### CHEM 246

#### Rubric View: Chemical Structure Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	3	0	0	0	0	4.000	4.000	0.000
Molecular Geometry	3	0	0	0	0	4.000	4.000	0.000
Spectroscopic Analysis	0	0	3	0	0	2.000	2.000	0.000
Electronic Structure								
Molecular Geometry								
Spectroscopic Analysis								





Rubric View: Chemical Structure Rubric **GS 105**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	0	17	2	0	0	2.895	3.000	0.307
Molecular Geometry	0	0	17	2	0	1.895	2.000	0.307
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000
Electronic Structure <i>std_text</i>	17 (89%)					2 (10%)		
Molecular Geometry <i>std_text</i>	17 (89%)					2 (10%)		
Spectroscopic Analysis <i>std_text</i>								

**RESULTS:** 100% of students in both CHEM 246 and GS 105 achieved the desired level of performance in the categories of chemical structure. 88.5% of students in CHEM 110 achieved the desired level of performance with regards to chemical structure.

**ANALYSIS:** Although a majority of students scored at the desired level of performance in this exercise, I believe that there is more work to be done. I do believe that these data reflect the true abilities of my students in this category, as I have been sufficiently impressed with their understanding of chemical structure. However, the data seem to indicate that nearly all of the students in the course are achieving at the same level; I do not necessarily believe this result. I think that the problem lies within the chemical structure rubric; if it were designed more carefully, it could be used to investigate these differences in abilities between students in the same course, even if they are achieving at the desired performance level.

**PLAN:** This initial assessment is promising, but I believe that students can perform even better in this area. I will take another look at the “chemical structure rubric” to see if I can change the wording of each category to better match student performance and to better tease out small differences in performance among students in the same course. Another possibility is to increase the measurable criteria for this outcome; rather than expecting 75% to perform better than “marginal proficiency”, perhaps I should expect 75% to perform at or better than “developed proficiency”.

# APPENDIX I

## Chemistry Program Review Outcomes Chemistry Sample

### VI. Learning Outcomes Assessment Data:

**Exhibit VI.A:** Review all learning outcomes assessment work plans developed in discipline or program.

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of <b>chemical structure</b> to predict and explain the physical properties of chemical materials.	An average score of at least 80% or better on homework and 70% or better on homework and exam questions relating to <b>chemical structure</b> .	Homework, Exams	CHEM 110 CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016  Analysis begins: 2016-2017

### 2015-2016 Results:

CHEM 221 – FL15	Average	Average	Average
HW Chp. 1	N/A	HW Chp. 7	87%
HW Chp. 2	96%	HW Chp. 8	93%
HW Chp. 3	N/A	HW Chp. 9	86%
HW Chp. 4	N/A	HW Chp. 10	90%
		Exam 1	79%
		Exam 2	70%
		Final Exam	

CHEM 110 – FL15	Average	Average	Average
HW Chp. 2	91%	HW Chp. 8	79%
HW Chp. 3	97%	HW Chp. 17	
HW Chp. 5	84%	HW Chp. 19	
HW Chp. 6	N/A	HW Chp. 21	
		Exam 1	80%
		Exam 2	57% (n=1)
		Final Exam	

**Analysis:**

**CHEM 221**

Homework: 90%, Exams: 75%

**CHEM 110**

Homework: 88%, Exams: 69%

**Plan:**

I will continue to examine my teaching methodologies and exam and homework questions to improve these numbers.

Further, although students have met my standards, it is difficult to know whether they have met national standards. To compare student achievement in my courses to student achievement in General Chemistry courses nation-wide, I plan to administer an American Chemical Society approved exam for general chemistry at the conclusion of CHEM 223.

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of <b>chemical structure</b> to predict and explain the physical properties of chemical materials.	<p><b>CHEM 110/GS 105/CHEM 221:</b> at least 75% achieve “emerging proficiency”</p> <p><b>CHEM 222:</b> at least 75% achieve “marginal proficiency”</p> <p><b>CHEM 223:</b> at least 75% achieve “developed proficiency”</p> <p><b>CHEM 245/246/247:</b> at least 75% achieve “exemplary proficiency”</p>	Homework, Exams, Chemical structure rubric, ACS Exam	GS 105 CHEM 110 CHEM 221 CHEM 222 CHEM 223 CHEM 245 CHEM 246 CHEM 247	Data collection begins: WT17  Analysis begins: SP17

## 2016-2017 winter Results:

### WINTER 2017

Rubric View: Chemical Structure Rubric **CHEM 110**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pt)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	0	0	21	0	2	1.826	2.000	0.564
Molecular Geometry	0	0	0	20	3	0.870	1.000	0.337
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000
Electronic Structure <i>std_text</i>	21 (91%)							2 (8%)
Molecular Geometry <i>std_text</i>	20 (86%)							3 (13%)
Spectroscopic Analysis <i>std_text</i>								

### CHEM 110 GOAL:

At least 75% of students achieve at least “emerging proficiency”

### WT17 RESULTS:

**88.5%** of students achieved at least “emerging proficiency”

### Rubric View: Chemical Structure Rubric **CHEM 246**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	3	0	0	0	0	4.000	4.000	0.000
Molecular Geometry	3	0	0	0	0	4.000	4.000	0.000
Spectroscopic Analysis	0	0	3	0	0	2.000	2.000	0.000
Electronic Structure <i>std_text</i>	3 (100%)							
Molecular Geometry <i>std_text</i>	3 (100%)							
Spectroscopic Analysis <i>std_text</i>	3 (100%)							

<b>CHEM 246 GOAL:</b>	<b>WT17 RESULTS:</b>
At least 75% of students achieve at least “exemplary proficiency”	<b>100%</b> of students achieved at least “exemplary proficiency”

### Rubric View: Chemical Structure Rubric **GS 105**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	0	17	2	0	0	2.895	3.000	0.307
Molecular Geometry	0	0	17	2	0	1.895	2.000	0.307
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000
Electronic Structure <i>std_text</i>	17 (89%)							
Molecular Geometry <i>std_text</i>	2 (10%)							
Spectroscopic Analysis <i>std_text</i>	17 (89%)							

<b>GS 105 GOAL:</b>	<b>WT17 RESULTS:</b>
At least 75% of students achieve at least “emerging proficiency”	<b>100%</b> of students achieved at least “emerging proficiency”

## 2016-2017 Winter Results

**RESULTS:** 100% of students in both CHEM 246 and GS 105 achieved the desired level of performance in the categories of chemical structure. 88.5% of students in CHEM 110 achieved the desired level of performance with regards to chemical structure.

**ANALYSIS:** Although a majority of students scored at the desired level of performance in this exercise, I believe that there is more work to be done. I do believe that these data reflect the true abilities of my students in this category, as I have been sufficiently impressed with their understanding of chemical structure. However, the data seem to indicate that nearly all of the students in the course are achieving at the same level; I do not necessarily believe this result. I think that the problem lies within the chemical structure rubric; if it were designed more carefully, it could be used to investigate these differences in abilities between students in the same course, even if they are achieving at the desired performance level.

**PLAN:** This initial assessment is promising, but I believe that students can perform even better in this area. I will take another look at the “chemical structure rubric” to see if I can change the wording of each category to better match student performance and to better tease out small differences in performance among students in the same course. Another possibility is to increase the measurable criteria for this outcome; rather than expecting 75% to perform better than “marginal proficiency”, perhaps I should expect 75% to perform at or better than “developed proficiency”.

**SPRING 2017**  
**CHEM 110**

Rubric View: Chemical Structure Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	0	0	20	3	8	1.387	2.000	0.868
Molecular Geometry	0	0	0	15	16	0.484	0.000	0.500
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000
Electronic Structure <i>std_rev1</i>		20 (64%)			3 (9%)			
Molecular Geometry <i>std_rev1</i>		15 (48%)		16 (51%)				



<b>CHEM 110 GOAL:</b>	<b>SP17 RESULTS:</b>
At least 75% of students achieve at least “emerging proficiency”	60.5% of students achieved at least “emerging proficiency”

## CHEM 223-01



CHEM 223 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least "meets national average"	Many areas met national average, but many areas were trailing national average

## CHEM 223-02



CHEM 223 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least "meets national average"	Many areas met national average, but many areas were trailing national average

## CHEM 247



CHEM 247 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least "meets national average"	Many areas met national average, but many areas were trailing national average

## 2016-2017 Spring Results

**RESULTS:** Although many areas were at or above the national average, there were many areas that were below the national average.

**ANALYSIS:** Many of the chemistry concepts were covered well, but students were not adequately prepared for the math portion of the course and many of the areas where students fell below the national average were “math-heavy” concepts.

**PLAN:** I am working with the math department to coordinate certain topics from the chemistry sequence so that they can be reinforced within math courses. We are working to coordinate the schedule of certain topics across chemistry, math, and physics, so that concepts can be introduced in one course, and reinforced in the other courses, both in terms of when the topics are introduced, as well as the specific content of assignments.

Outcome 2	Measurable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of <b>chemical reactivity</b> to predict and explain the outcomes of reactions.	An average score of at least 80% or better on homework and 70% or better on homework and exam questions relating to <b>chemical reactivity</b> .	Homework, Exams, ACS Exam	CHEM 110 CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016  Analysis begins: 2016-2017

**Results:**

CHEM 221 – FL15	Average	Average	Average
HW Chp. 1	N/A	N/A	Exam 1 86%
HW Chp. 2	N/A	N/A	Exam 2 86%
HW Chp. 3		N/A	Final Exam
HW Chp. 4		N/A	

CHEM 110 – FL15	Average	Average	Average
HW Chp. 2	N/A	79%	Exam 1 82%
HW Chp. 3	N/A		Exam 2 83%
HW Chp. 5	N/A		Final Exam
HW Chp. 6	88%		

**Analysis:**

**CHEM 221**

Homework: N/A, Exams: 86%

**CHEM 110**

Homework: 84%, Exams: 82%

**Plan:**

I will continue to examine my teaching methodologies and exam and homework questions to improve these numbers.

Further, although students have met my standards, it is difficult to know whether they have met national standards. To compare student achievement in my courses to student achievement in General Chemistry courses nation-wide, I plan to administer an American Chemical Society approved exam for general chemistry at the conclusion of CHEM 223.

Outcome 3	Measurable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of <b>chemical quantitation</b> to predict and explain chemical phenomena.	An average score of at least 80% or better on homework and 70% or better on exam questions relating to <b>chemical quantitation</b> .	Homework, Exams, ACS Exam	CHEM 110 CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016  Analysis begins: 2016-2017

**Results:**

CHEM 221 – FL15	Average	Average	Average
HW Chp. 1	97%	N/A	Exam 1 N/A
HW Chp. 2	N/A	N/A	Exam 2 N/A
HW Chp. 3	N/A	N/A	Final Exam
HW Chp. 4	N/A	N/A	

CHEM 110 – FL15	Average	Average	Average
HW Chp. 2	93%	79%	Exam 1 N/A
HW Chp. 3	N/A		Exam 2 68%
HW Chp. 5	N/A		Final Exam
HW Chp. 6	88%		

**Analysis:**

CHEM 221 CHEM 110

Homework: 97%, Exams: N/A Homework: 87%, Exams: 68%

**Plan:**

I will continue to examine my teaching methodologies and exam and homework questions to improve these numbers.

Further, although students have met my standards, it is difficult to know whether they have met national standards. To compare student achievement in my courses to student achievement in General Chemistry courses nation-wide, I plan to administer an American Chemical Society approved exam for general chemistry at the conclusion of CHEM 223.

Outcome 4	Measurable Criteria	Measurement Tool	Courses	Time Frame
<b>Critical Thinking:</b> Collect and analyze data using classical methods and modern instrumentation and evaluate experimental results using the principles of the scientific method.	An average score of at least a 70% or better on correct identification of unknowns.	Identification of Unknowns, VALUE Rubric: Critical Thinking	CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016  Analysis begins: 2016-2017

## 2015-2016 Results:

### Results:

	Average
CHEM 221 (FL15)	(no data)
CHEM 222 (WT16)	72%
CHEM 223 (SP16)	63%

### Analysis:

Average = 67.5%

### Plan:

These numbers indicate that students are having a hard time “connecting the dots,” as it were, with regard to analysis of experimental data. To improve these numbers, I will continue to work with my students to help them identify the important aspects of a situation and to avoid fallacies of logic and critical thinking.

**2016-2017**

**Results:**

Rubric View: Chemistry Lab Report Rubric **CHEM 222**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info	2	7	4	0	0	2.846	3.000	0.662
Literature Evidence	0	3	6	4	0	1.923	2.000	0.730
Data and Results	1	3	9	0	0	2.385	2.000	0.625
Discussion and Conclusion	0	4	7	2	0	2.154	2.000	0.662
Introduction / Background Info <i>std_text</i>	2 (15%)	7 (53%)			4 (30%)			
Literature Evidence <i>std_text</i>		3 (23%)	6 (46%)		4 (30%)			
Data and Results <i>std_text</i>	1 (7%)	3 (23%)	9 (69%)					
Discussion and Conclusion <i>std_text</i>	4 (30%)		7 (53%)		2 (15%)			



% scoring at least "marginal proficiency"	100%
Data and Results	83%
Discussion and Conclusion	83%

## 2016-2017 Winter Results

**RESULTS:** 100% and 83% of students in CHEM 222 scored at least a “marginal proficiency” in the categories of “data and results” and “discussion and conclusion”, respectively, of the chemistry laboratory report rubric.

**ANALYSIS:** Although a majority of students scored above marginal proficiency in this exercise, I believe that there is more work to be done. My feeling is that students are not performing at the necessary level with regard to interpreting and analyzing experimental results; the fact that my data do not support this feeling suggests that I scored students too high when assessing their work or that I should expect more than “marginal proficiency” from these students.

**PLAN:** Although this initial assessment is promising, I believe that students can perform even better in this area. I will take another look at the “lab report rubric” to see if I can change the wording of each category to better match student performance. Another possibility is to increase the measurable criteria for this outcome; rather than expecting 75% to perform better than “marginal proficiency”, perhaps I should expect 75% to perform at or better than “developed proficiency”.

## CHEM 223-01

### Rubric View: Chemistry Lab Report Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info <i>std_text</i>	0	2	2	0	0	2.500	2.000	0.500
Literature Evidence <i>std_text</i>	0	2	0	0	2	1.500	0.000	1.500
Data and Results <i>std_text</i>	0	0	2	2	0	1.500	1.000	0.500
Discussion and Conclusion <i>std_text</i>	0	4	0	0	0	3.000	3.000	0.000
Introduction / Background Info <i>std_text</i>		2 (50%)		2 (50%)				
Literature Evidence <i>std_text</i>		2 (50%)		2 (50%)				
Data and Results <i>std_text</i>		2 (50%)		2 (50%)				
Discussion and Conclusion <i>std_text</i>		4 (100%)						

■ Exemplary Proficiency   
 ■ Developed Proficiency   
 ■ Marginal Proficiency   
 ■ Emerging Proficiency   
 ■ Lacks Demonstrated Proficiency

## CHEM 223-02

### Rubric View: Chemistry Lab Report Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info <i>std_text</i>	0	5	4	1	0	2.400	3.000	0.663
Literature Evidence <i>std_text</i>	0	0	0	3	7	0.300	0.000	0.458
Data and Results <i>std_text</i>	0	4	5	1	0	2.300	2.000	0.640
Discussion and Conclusion <i>std_text</i>	0	6	4	0	0	2.600	3.000	0.490
Introduction / Background Info <i>std_text</i>		5 (50%)		4 (40%)			1 (10%)	
Literature Evidence <i>std_text</i>		3 (30%)		7 (70%)				
Data and Results <i>std_text</i>		4 (40%)		5 (50%)			1 (10%)	
Discussion and Conclusion <i>std_text</i>		6 (60%)			4 (40%)			

■ Exemplary Proficiency   
 ■ Developed Proficiency   
 ■ Marginal Proficiency   
 ■ Emerging Proficiency   
 ■ Lacks Demonstrated Proficiency

## 2016-2017 Spring Results

**RESULTS:** In CHEM 223-01, 50% of students received a score of “marginal proficiency” in data and results and 100% of students received a score of “developed proficiency” in discussion and conclusions. In CHEM 223-02, 90% of students received a score of “marginal proficiency” or better in data and results and 100% of students scored “marginal proficiency” or better in discussion and conclusions.

**ANALYSIS:** Students performed well on this learning outcome. This term in CHEM 223, we had a 10-week project where students were able to make a hypothesis, collect data, interpret the results, and write a lab report. Students were able to successfully collect and interpret their data. I think that there are several reasons that this term went better than last term: 1) the students had more practice from CHEM 221/222; 2) the entire lab sequence was based on one project, so students could keep adding to their knowledge week after week instead of starting a new experiment every week; 3) students were told to work independently, so they weren't as able to rely on their partner's work.

**PLAN:** Moving forward, I would like to create more term-long laboratory projects. It seems that having an open-inquiry, on-going lab project was conducive to critical thinking. I will design term-long lab projects for CHEM 221, 222, 245, 246, and 247.

Outcome 5	Measurable Criteria	Measurement Tool	Courses	Time Frame
<b>Information Literacy:</b> Locate, summarize, and critique scientific articles, as well as synthesize scientific information from various sources to communicate the results of their own experiments.	At least 75% of students will achieve at least "Marginal Proficiency" on the Chemistry Lab Report Rubric in the categories of <u>"Introduction/Background Info"</u> and <u>"Literature Evidence"</u>	Lab report, VALUE Rubric: Information Literacy	CHEM 222	Data collection begins: WT17  Analysis begins: SP17

## 2016-2017

### Results:



### Rubric View: Chemistry Lab Report **CHEM 222**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info	2	7	4	0	0	2.846	3.000	0.662
Literature Evidence	0	3	6	4	0	1.923	2.000	0.730
Data and Results	1	3	9	0	0	2.385	2.000	0.625
Discussion and Conclusion	0	4	7	2	0	2.154	2.000	0.662
Introduction / Background Info <i>std_text</i>	2 (15%)	7 (53%)		4 (30%)				
Literature Evidence <i>std_text</i>	3 (23%)	6 (46%)		4 (30%)				
Data and Results <i>std_text</i>	1 (7%)	3 (23%)	9 (69%)					
Discussion and Conclusion <i>std_text</i>	4 (30%)	7 (53%)		2 (15%)				

% scoring at least "marginal proficiency"	
Intro/Background Info	100%
Literature Evidence	69%



## 2016-2017 Winter Results

**RESULTS:** 100% and 69% of students in CHEM 222 scored at least a “marginal proficiency” in the categories of “intro/background information” and “literature evidence”, respectively, of the chemistry laboratory report rubric.

**ANALYSIS:** Since 100% of students were able to score at least “marginal proficiency” in the area of “introduction/background information”, perhaps I should increase the expected performance level. It seems that 68% of students were able to score at least “developed proficiency” in this area. I will look into changing the measurable criteria for this outcome. However, only 69% of students were able to score at least “marginal proficiency” in the area of “literature evidence”. This suggests that students are having a difficult time either finding or properly utilizing peer-reviewed articles from the scientific literature when writing their lab reports. This is an essential component of a modern STEM education, so it is imperative that more emphasis is placed on this skill to increase the number of students performing at least at the “marginal proficiency” level. I will reach out to the librarian on campus to suggest the possibility of using a laboratory period to explore the library databases and locate and evaluate peer-reviewed articles.

**PLAN:** Although this initial assessment is promising, I believe that students can perform even better in this area. I will take another look at the “lab report rubric” to see if I can change the wording of each category to better match student performance. If it turns out that the rubric is capable of capturing the different levels of achievement as currently formatted, then another possibility is to increase the expected measurable criteria for each student outcome; perhaps I am underestimating what I can expect students at this level to accomplish. Therefore, another possibility is to increase the measurable criteria for this outcome; rather than expecting 75% to perform better than “marginal proficiency”, perhaps I should expect 75% to perform at or better than “developed proficiency”.

**CHEM 223-01**

Rubric View: Chemistry Lab Report Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info <i>std_text</i>	0	2	2	0	0	2.500	2.000	0.500
Literature Evidence <i>std_text</i>	0	2	0	0	2	1.500	0.000	1.500
Data and Results <i>std_text</i>	0	0	2	2	0	1.500	1.000	0.500
Discussion and Conclusion <i>std_text</i>	0	4	0	0	0	3.000	3.000	0.000
Introduction / Background Info <i>std_text</i>	2 (50%)							
Literature Evidence <i>std_text</i>	2 (50%)							
Data and Results <i>std_text</i>	2 (50%)							
Discussion and Conclusion <i>std_text</i>	4 (100%)							



**CHEM 223-02**

Rubric View: Chemistry Lab Report Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info <i>std_text</i>	0	5	4	1	0	2.400	3.000	0.663
Literature Evidence <i>std_text</i>	0	0	0	3	7	0.300	0.000	0.458
Data and Results <i>std_text</i>	0	4	5	1	0	2.300	2.000	0.640
Discussion and Conclusion <i>std_text</i>	0	6	4	0	0	2.600	3.000	0.490
Introduction / Background Info <i>std_text</i>	5 (50%)					4 (40%)	1 (10%)	
Literature Evidence <i>std_text</i>	3 (30%)					7 (70%)		
Data and Results <i>std_text</i>	4 (40%)					5 (50%)	1 (10%)	
Discussion and Conclusion <i>std_text</i>	6 (60%)					4 (40%)		



## 2016-2017 Spring Results

**RESULTS:** In CHEM 223-01, 100% of students scored at least marginal proficiency in introduction/background info and 50% of students scored developed proficiency in literature evidence. In CHEM 223-02, 90% of students scored at least marginal proficiency in introduction/background info and 0% of students scored marginal proficiency in literature evidence.

**ANALYSIS:** Students seem to have understood the components of a good introduction for a lab report. They were consistently able to explain what the experiment was about and why it was important. However, they were not very good at supporting this information using some outside source (literature evidence).

**PLAN:** I will work with the library to develop a module for my students to learn about computer databases and how to find relevant information for papers and lab reports. I will also introduce students to more peer-reviewed articles so they can start to see how literature evidence is used in professional papers.

## CHEM 223-01



CHEM 223 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least "meets national average"	Many areas met national average, but many areas were trailing national average

## CHEM 223-02



CHEM 223 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least "meets national average"	Many areas met national average, but many areas were trailing national average

## CHEM 247



CHEM 247 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least "meets national average"	Many areas met national average, but many areas were trailing national average

Outcome 6	Measurable Criteria	Measurement Tool	Courses	Time Frame
<b>Global Learning:</b> Demonstrate personal and social responsibility, environmental stewardship, and global self-awareness.	Student responses on survey	VALUE Rubric: Global Learning	GS 105 CHEM 221 CHEM 222 CHEM 223	Data collection begins: FL17  Analysis begins: FL17

**Results:** N/A

**Analysis:** N/A

**Plan:** To assess this learning outcome, a research report assignment has been created that asks students to choose one of the social/global issues that we discussed during class, like pollution or climate change, and to investigate further. This report will be assessed by using the VALUE rubric for Global learning. The plan is to assess this learning outcome for the first time at the end of CHEM 223 and CHEM 247 in Spring 2018.

Overview

APPENDIX J

Core Theme Objectives & Indicators Year	Overview					
	2016-17	2017-18	2016-17	2017-18	Suspended	
Learning and Achievement	LA.1.4 – SI 53	LA.1.6 – SI 54 LA.1.7 – SI 55 LA.2.3 - SI 56 LA.2.4A – SI 52A LA.2.4B – SI 52B LA.3.3 – SI 60 LA.3.5 – SI 61	NA	LA.3.3 – SI 50	<p><b>Realigned Indicators</b> LA.1.5 – SI 48</p> <p><b>Updated Indicators</b> LA.3.3 - Title</p>	<p><b>Realigned Indicators</b> LA.3.3 – SI New</p> <p><b>Refined Indicators</b> LA.1.1 – Title/ Measurement/Thresholds LA.1.2 – Title/ Measurement/Thresholds LA.1.3 – Title and Measurement LA.1.4 – Title/ Measurement LA.1.5 - Measurement LA.3.4 – SI 51 Title/ Measurement LA.2.1 Measurement LA.2.2 Measurement LA.3.4 Title/Measurement</p>
	NA	A.2.2 – SI 57	NA	A.2.1 – SI 5 A.2.2 – SI 6	<p><b>Realigned Indicators</b> A.2.1 – SI 38 A.2.2 – New</p> <p><b>Refined Indicators</b> A.1.1 Measurement A.1.2 Measurement A.2.1 – SI 38 Purpose and Meaning</p>	
Community Engagement	NA	NA	NA	CE.2.1 – SI 22A CE.2.2 – SI 22B	<p><b>Refined Objective</b> CE.3</p> <p><b>Realigned Indicators</b> CE.2.1 – SI 34 CE.2.2 – SI 49</p>	
Sustainability	NA	A.2.4 – SI 58 A.3.1 – SI 59 A.3.2 – SI 7	NA	SI.3.1 – SI 40 SI.3.2 – SI 41	<p><b>Updated Indicators</b> SI.1.1 – SI 15 Title</p> <p><b>Realigned Indicators</b> SI.3.1 – SI New SI.3.2 – SI New</p>	

Total	1 Indicator	11 Indicators	None	7 Indicators	1 Objective Refined 1 Realigned Indicator 2 Updated Indicators	7 Realigned Indicators 12 Refined Indicators
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Core Theme and Objectives Refinements, and Suspensions, and Updates	There was one change to refine an objective within the Community Engagement Core Theme: <b>Objective CE.3:</b>					
Indicator (SI) Refinements	Type	2016-17	Rationale and Descriptions	2017-18	Rationale and Descriptions	2018-19
Learning and Achievement						
LA.1.1: SI 44 – Remedial Success Rate  Updated title in 2017-18  LA.1.1: SI 44 – Success Rate - Developmental Courses	Indirect	NA	NA	NA	1) Retitled to align all indicators associated with “success” indicators into consistent naming conventions 2) Measurement refined consistent with community college VFA measure 3) Thresholds refined to compare SWOCC rate to Oregon community college rate  <b>Indicator Measurement</b> Measured by the percentage of students who became college ready by completing all developmental coursework as reported to VFA for the credential seeking cohort; disaggregated by student demographics  <b>Thresholds:</b> Green: ≥ 3% above the Oregon CC rate Yellow: Between 3% above and below the Oregon CC rate Red: > 3% below the Oregon CC rate	None Planned
LA.1.2: SI 28 - Progress – Credits Earned	Direct	NA	NA	NA	1) Measurement refined consistent with community college VFA measure 2) Thresholds refined to compare SWOCC rate to Oregon community college rate 3) Purpose and Meaning updated	None Planned

<p><b>LA.1.3: SI 47 – LDC Success Rate</b> Updated title in 2017-18</p> <p><b>LA.1.3: SI 47 – Success Rate – LDC Courses</b></p>	<p>Indirect</p>	<p>X</p>	<p>X</p>	<p>Created new indicator – separate analysis of LDC from CTE courses</p>	<p><b>Indicator Measurement</b> Measured by the percentage of students who reach the two-year credit threshold (63 credits) as reported to VFA for the credential seeking cohort; disaggregated by student demographics</p> <p><b>Thresholds:</b> Green: ≥ 3% above the Oregon CC rate Yellow: Between 3% above and below the Oregon CC rate Red: &gt; 3% below the Oregon CC rate</p> <p><b>Purpose and Meaning</b> Results of this measurement gauges student progress. This evidence will direct further assessment of specific factors at the operational level that will guide planning and implementation of strategies to help students advance toward milestones that mark educational success. This indicator offers a measure of student progress toward achievement on an annual basis.</p>	<p>None Planned</p>
<p>1) Retitled to align all indicators associated with “success” indicators into consistent naming conventions</p> <p>2) Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework.</p> <p><b>Indicator Measurement</b> Measured by the percentage of students passing LDC courses with a C grade or better; disaggregated by student demographics</p>						

<p><b>LA.1.4: SI 53 – CTE Success Rate</b> New in 2016-17</p> <p>Updated title in 2017-18</p> <p><b>LA.1.4: SI 58 – Success Rate – CTE Courses</b></p>	<p>Indirect</p>	<p>New</p>	<p>Separated technical education coursework from lower division collegiate coursework.</p> <p>Measures student learning and achievement gauged by the passing grade success rate and reflects student attainment of assignment and course outcomes.</p> <p><b>Thresholds</b> Green: ≥ 80% Yellow: Between 75% and 79% Red: &lt; 75%</p>	<p>X</p>	<p>1) Retitled to align all indicators associated with “success” indicators into consistent naming conventions</p> <p>2) Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework.</p> <p><b>Indicator Measurement</b> Measured by the percentage of students passing CTE courses with a C grade or better; disaggregated by student demographics</p>	<p>None Planned</p>
<p><b>LA.1.5: SI 48 – Retention Rate</b></p>	<p>Indirect</p>	<p>X</p>	<p>Realigned as LA.1.5 to keep course success rate indicators sequential</p>	<p>X</p>	<p>Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework.</p> <p><b>Indicator Measurement</b> Measured by the cohort retention rate for first time full-time freshman (fall to fall) as reported to IPEDS; disaggregated by student demographics</p>	
<p><b>LA.1.6: SI 54 – Success Rate – Subsequent Courses</b> New in 2017-18</p>	<p>Indirect Grades</p>	<p>NA</p>	<p>NA</p>	<p>New</p>	<p><b>New in 2017-18</b> Measured by the percentage of students passing gateway level LDC Math and Writing courses who originally enrolled in a developmental math/writing course; disaggregated by student demographics</p> <p><b>Thresholds</b> Green: ≥ 80%</p>	

<p><b>LA.1.7: SI 55 – Retention Rate - Transitional Education</b> <b>New in 2017-18</b></p>	<p>Indirect Count/Percentage</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>New</p>	<p>Yellow: Between 75% and 79% Red &lt; 75% <b>Purpose and Meaning</b> Measures student learning and achievement gauged by the passing grade success rate in subsequent college level courses of students who originally enrolled in developmental courses and reflects student attainment of assignment and course outcomes. <b>New in 2017-18</b> Measured by the retention rate for Transitional Education students from beginning of quarter until end of quarter as reported to TOPSpro Enterprise. <b>Thresholds</b> Green: ≥ 5 percentage points above the average Oregon target rate for all Educational Functioning Levels (EFLs) Yellow: Between 4 percentage points below and 4 percentage points above the Oregon target rate for all EFLs Red: &gt; 4 percentage points below the Oregon target rate for all EFLs <b>Purpose and Meaning</b> This indicator offers a measure of student progress toward achievement on a quarterly basis. Educational Functioning Levels indicate that a student has taken both a pre-and post-test for skill gain. A test pair indicates that a student was retained from beginning to end of a quarter.</p>	<p>None Planned</p>
<p><b>LA.2.1: SI 11 – Graduation Rate</b></p>	<p>Indirect</p>	<p>NA</p>	<p>NA</p>	<p>X</p>	<p>Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework.</p>	<p>None Planned</p>	

<p><b>LA.2.2: SI 46 – Transfer Rate</b></p>	<p>Indirect</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>X</p>	<p><b>Indicator Measurement</b> Measured by the cohort 4 year graduation rate of first-time full-time freshman (fall) as reported to IPEDS; disaggregated by student demographics</p>	<p>Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework.</p>	<p>None Planned</p>
<p><b>LA.2.3: SI 56 - GED Completer Transition Rate</b> <b>New in 2017-18</b></p>	<p>Indirect</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>New</p>	<p><b>Indicator Measurement</b> Measured by the percentage of students who complete the GED and transition into Education or Training.</p> <p><b>Thresholds</b> Green: ≥ 3 percentage points above the Oregon target rate Yellow: Between 3 percentage points below and 2 percentage points above the Oregon target rate Red: &gt; 3 percentage points below the Oregon target rate</p>	<p><b>Indicator Measurement</b> Measured by the cohort transfer rate for first time full-time freshman as reported to IPEDS; disaggregated by student demographics</p> <p><b>New in 2017-18</b> Measured by the percentage of students who complete the GED and transition into Education or Training.</p> <p><b>Thresholds</b> Green: ≥ 3 percentage points above the Oregon target rate Yellow: Between 3 percentage points below and 2 percentage points above the Oregon target rate Red: &gt; 3 percentage points below the Oregon target rate</p>	<p><b>Purpose and Meaning</b> Measures student achievement by the transition rate from the Transitional Education program to a credit-bearing college certificate/program.</p> <p><b>New in 2017-18</b></p>
<p><b>LA.2.4A: SI 52 – Success Rate-</b></p>	<p>Indirect</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>New</p>	<p><b>Indicator Measurement</b> Measured by the cohort 4 year graduation rate of first-time full-time freshman (fall) as reported to IPEDS; disaggregated by student demographics</p>	<p>Indicator measurement refined to reflect type of cohort and disaggregation of demographics for analysis to identify gaps in achievement that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and students who begin their studies in developmental coursework.</p>	<p>None Planned</p>

<p>Completion and Transfer New in 2017-18</p>					<p>Measured by the combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics for the two-year completion and transfer rate</p> <p><b>Thresholds</b> Green: ≥ 3 percentage points above Oregon CC average Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average Red: &gt; 3 percentage points below the Oregon CC average</p> <p><b>Purpose and Meaning</b> Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational</p>	
<p>LA.2.4B: SI 52 – Success Rate- Completion and Transfer New in 2017-18</p>	<p>Indirect</p>	<p>NA</p>	<p>NA</p>	<p>New</p>	<p><b>New in 2017-18</b> Measured by the combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics for the six-year completion and transfer rate</p> <p><b>Thresholds</b> Green: ≥ 3 percentage points above Oregon CC average Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average Red: &gt; 3 percentage points below the Oregon CC average</p> <p><b>Purpose and Meaning</b> Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational</p>	
<p>LA.3.1: SI 8 - Employer Perceptions</p>	<p>Indirect Survey</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>None Planned</p>

LA.3.2: SI 13 - Student Technical Skills Outcomes –	Direct Student Learning Outcomes Assessment	NA	NA	NA	NA	NA	None Planned
LA.3.3: SI 50 - Course and Program/Discipline Student Learning Outcomes Assessment Suspended in 2017-18	Direct Student Learning Outcomes Assessment	X	Added "learning" to the description	X	Suspended in 2017-18 Separated Course Student Learning Outcomes from Program/Discipline Student Learning Outcomes	None Planned	
LA.3.3: SI 60 - Course Student Learning Outcomes Assessment New in 2017-18	Direct Student Learning Outcomes Assessment	NA	NA	New	<p><b>New in 2017-18 as Realigned</b> Measured by the % of students who meet course level outcomes as measured by faculty identified assessment tool for each course.</p> <p><b>Thresholds</b> Green: ≥ 85% Yellow: Between 70% and 84% Red: &lt; 70%</p> <p><b>Purpose and Meaning</b> Faculty identify specific course outcomes to measure student achievement. Using the Course/Program Assessment Report Form (part of the SWOCC Student Learning Outcomes Assessment Plan), faculty identify a measurement tool that will measure the specific course and a measurement criterion to indicate success. They collect the data from the students after using the tool and then analyze the results to show the rate of success of students achieving that outcome. Faculty will have goals on how many course outcomes must be measured each academic year.</p>	None Planned	
LA3.4: SI 51 - General Education Student	Direct Student Learning	X	Added "learning" to the description; updated title in	X	Added "Assessment" to the description	None Planned	

Learning Outcomes Assessment	Outcomes Assessment		2017-18 to include "assessment"		Measured by the percentage of students who demonstrate general education student learning outcomes achievement based on scores achieved as reported to state or consortium outcomes benchmarking or as internally assessed.	
LA.3.5 : SI 61 – Program/Discipline Student Learning Outcomes Assessment New 2017-18	Direct Student Learning Outcomes Assessment	NA	NA	New	<p><b>New 2017-18</b> Measured by the % of students who meet program/discipline outcomes as measured by faculty-identified assessment tools for each program..</p> <p><b>Thresholds</b> Green: ≥ 85% Yellow: Between 70% and 84% Red: &lt; 70%</p> <p><b>Purpose and Meaning</b> Faculty identify specific program/discipline outcomes to measure student achievement. Using the Course/Program Assessment Report Form (part of the SWOCC Student Learning Outcomes Assessment Plan), faculty identify a measurement tool that will measure the specific program/discipline outcomes and a measurement criterion to indicate success. They collect the data from the students after using the tool and then analyze the results to show the rate of success of students achieving that outcome. Faculty will have goals on how many course outcomes must be measured each academic year.</p>	
<b>Access</b>						
A.1.1: SI 2 – Enrollment Report	Direct Service Counts	NA	NA	X	<p><b>Indicator Measurement Updated in 2017-18:</b> Disaggregated to identify gaps in access that exist based on student characteristics which include under-served populations, students of color, non-traditional students, enrollment status, economically disadvantaged, and</p>	None Planned

A.1.2: SI 3 – Course Offerings	Direct Service Capacity	NA	NA	NA	X	students who begin their studies in developmental coursework. Measured by the three-year average of all student enrollments disaggregated by student demographics and delivery demographics (method, time, location)	None Planned
A.1.3: SI 35 – Foundation Support	Service Capacity	NA	NA	NA	NA	Measured by the average three-year total course enrollments disaggregated by student demographics and delivery demographics (method, time, location)	None Planned
A.1.4: SI 39 – Institutional Financial Assistance	Direct Service Capacity	NA	NA	NA	NA	NA	None Planned
A.2.1: SI 5 - Student Engagement Activities - CCSSE Suspended in 2017-18	Indirect Survey	NA	NA	NA	X	<b>Suspended in 2017-18</b> Oregon consortium no longer full participation or even majority participation; using SSI instead; looking at statewide development of a SENSE/CCSSE and satisfaction combination currently in discussion with IR group and piloted with Clackamas and TVCC	None Planned
A.2.2: SI 6 – Student Engagement Activities – SENSE Suspended in 2017-18	Indirect Survey	NA	NA	NA	X	<b>Suspended in 2017-18</b> Oregon consortium no longer full participation or even majority participation; using SSI instead; looking at statewide development of a SENSE/CCSSE and satisfaction combination currently in discussion with IR group and piloted with Clackamas and TVCC	None Planned

<p><b>A.2.3: SI 38 – Student Satisfaction and Opinion</b> <i>Realigned in 2017-18 as</i></p> <p><b>A.2.1: SI 38 – Student Opinion</b></p>	Indirect Survey	NA	NA	NA	X	<p>1) Realigned as A.2.1 due to suspension of SI 5 and SI 6</p> <p>2) Title updated to “Student Opinion” reflect type of survey data analyzed</p> <p>3) Purpose and Meaning updated</p> <p><b>Purpose and Meaning</b> Examines student perceptions of an aggregate of student support services accessed by students, including online support, allowing the institution to plan for and provide improvements where indicated.</p>	None Planned
<p><b>A.2.2: SI 57 – Student Satisfaction</b> <i>New in 2017-18</i></p>	Indirect Survey	NA	NA	NA	New	<p>1) Realigned as A.2.2 due to suspension of SI 5 and SI 6</p> <p>2) <b>New in 2017-18</b></p> <p><b>Indicator Measurement</b> Measured by the overall satisfaction rating on the Student Satisfaction Inventory (SSI) compared to the community college western region</p> <p><b>Thresholds</b> Green: ≥ .15 Mean Difference Yellow: Between 0 and .15 Mean Difference Red: &lt; 0 Mean Difference</p> <p><b>Purpose and Meaning</b> Examines student perceptions of an aggregate of all instruction and services accessed by students, including online support, allowing the institution to plan for and provide improvements where indicated.</p>	
<p><b>A.3.1: SI 14A – Structured Work Experience</b></p>	Direct Participant Counts	NA	NA	NA	NA	NA	None Planned
<p><b>A.3.2: SI 29 – Connections – High School Dual Enrolled</b></p>	Direct Participant Counts	NA	NA	NA	NA	NA	None Planned
<p><b>A.3.3: SI 37 – Graduate Survey</b></p>	Indirect Survey	NA	NA	NA	NA	NA	None Planned
<b>Community Engagement</b>							

CE.1.1: SI 14B - Structured Work Experience	Direct Service Capacity	NA	NA	NA	NA	NA	NA	None Planned
CE.1.2: SI 32 – Training Participant Satisfaction	Indirect Survey	NA	NA	NA	NA	NA	NA	None Planned
CE.1.3: SI 33 – Service to Business	Direct Service Counts	NA	NA	NA	NA	NA	NA	None Planned
CE.2.1: SI 22A – Community Activities and Events Suspended 2017-18	Direct Service Counts	NA	NA	NA	NA	X	Suspended in 2017-18	None Planned
CE.2.2: SI 22B – Community Activities and Events Suspended 2017-18	Indirect	NA	NA	NA	NA	X	Suspended in 2017-18	None Planned
CE.2.3: SI 34 – Staff Service to Community Realigned 2017-18 to: CE.2.1: SI 34 – Staff Service to Community	Indirect	NA	NA	NA	NA	X	CE.2.1 and CE.2.2 Suspended in 2017-18 Realigned as CE.2.2	None Planned
CE.2.4: SI 49 – Lifelong Learning Participant Satisfaction	Indirect	NA	NA	NA	NA	X	CE.2.1 and CE.2.2 Suspended in 2017-18 Realigned as CE.2.2	None Planned

<b>Realigned 2017-18 to:</b>									
<b>CE.2.2: SI 49 – Lifelong Learning Participant Satisfaction</b>	Direct Service Capacity	NA	NA	NA	NA	NA	NA	NA	None Planned
<b>CE.3.1: SI 42 – Foundation Annual Fundraising</b>	Direct Service Capacity	NA	NA	NA	NA	NA	NA	NA	None Planned
<b>CE.3.2: SI 43 – Foundation Endowments</b>	Direct Participant Counts	NA	NA	NA	NA	NA	NA	NA	None Planned
<b>CE.3.3: SI 45 – Alumni Participation</b>									
<b>Sustainability</b>									
<b>S.1.1: SI 15 – General Fund Ending Fund Balance</b>	Direct intergenerational equity	X	Retitled to accurately reflect how the indicator is measured by removing “unrestricted cash” in the title and replacing with Ending Fund Balance	NA	NA	NA	NA	NA	None Planned
<b>S.1.2: SI 16 -Fiscal Responsibilities – All Funds</b>	Direct intergenerational equity	NA	NA	NA	NA	NA	NA	NA	None Planned
<b>S.1.3: SI 17 - Fiscal Enterprise Fund Responsibilities</b>	Direct Liquidity	NA	NA	NA	NA	NA	NA	NA	None Planned
<b>S.2.1: SI 9 - Employee Satisfaction and Opinion</b>	Indirect	NA	NA	NA	NA	NA	NA	NA	None Planned
<b>S.2.2: SI 19 - Infrastructure Equipment and</b>	Direct Capacity	NA	NA	NS	NA	NA	NA	NA	None Planned

Software Maintenance	Direct Capacity	NA	NA	NA	NA	NA	None Planned
S.2.3: SI 20 - Infrastructure Maintenance		NA	NA	NA	NA	NA	
S.2.4: SI 58 – Institutional Capacity New 2017-18	Indirect	NA	NA	New	NA	<p><b>New in 2017-18</b> Measured by the average rating on the ICAT assessment; disaggregated by key area</p> <p><b>Thresholds</b> Green: ≥ 3.5 Yellow: Between 2 and 3.5 Red: &lt; 2</p> <p><b>Purpose and Meaning</b> The Institutional Capacity Assessment Tool (ICAT) helps colleges assess capacity and identify strengths and areas for improvement in light of best practices in seven key areas: 1) Leadership and Vision; 2) Data and Technology; 3) Equity; 4) Teaching and Learning; 5) Engagement and Communication; 6) Strategy and Planning; and 7) Policies and Practices. The tool provides a structure for stakeholders from all areas of a college to collectively examine critical elements necessary to support student success.</p>	None Planned
S.3.1: SI 40 – Program Quality Suspended in 2017-18	Indirect	NA	NA	X	NA	Suspended in 2017-18. New indicator title and measurement	None Planned
S.3.1: SI 7 - Program Relevance New in 2017-18	Direct Program Counts	NA	NA	New	NA	<p><b>New in 2017-18</b> Measured by the percentage of CTE and articulated programs that meet high demand labor trends for the service area derived from Oregon 10 year job opening labor trends from OLMIS</p>	

					<p><b>Thresholds</b>  Green: 90% of service area high demand labor  Yellow: Between 75% and 90% of service area high demand labor  Red: Below 75% of service area high demand labor</p> <p><b>Purpose and Meaning</b>  Monitor future job projections and high demand occupations to ensure appropriate learning opportunities are available for students and the community to provide the training and education so students will have the required skills needed to meet industry expectations.</p> <p>Accelerated postsecondary degree and credentials programs are an immediate and impactful way to connect high-demand, high-wage jobs with the required postsecondary education</p>	
<p><b>S.3.2: SI 41 – Quality Instruction Suspended in 2017-18</b></p>	<p>Indirect</p>	<p>NA</p>	<p>NA</p>	<p>X</p>	<p><b>Suspended in 2017-18.</b>  Realigned with new indicator title and measurement</p>	<p>None Planned</p>
<p><b>S.3.2: SI 59 – Instructional Effectiveness and Quality New in 2017-18</b></p>	<p>Indirect</p>	<p>NA</p>	<p>NA</p>	<p>New</p>	<p><b>New in 2017-18</b>  Measured by the scaled item category for Instructional Effectiveness rating on the Student Satisfaction Inventory (SSI) compared to the community college western region; disaggregated by question</p> <p><b>Thresholds</b>  Green: ≥ .15 SD Difference  Yellow: Between 0 and .15 SD Difference  Red: &lt; 0 SD Difference</p> <p><b>Purpose and Meaning</b></p>	<p>None Planned</p>



Southwestern’s Mission was adopted by the Board of Education on November 19, 2012:

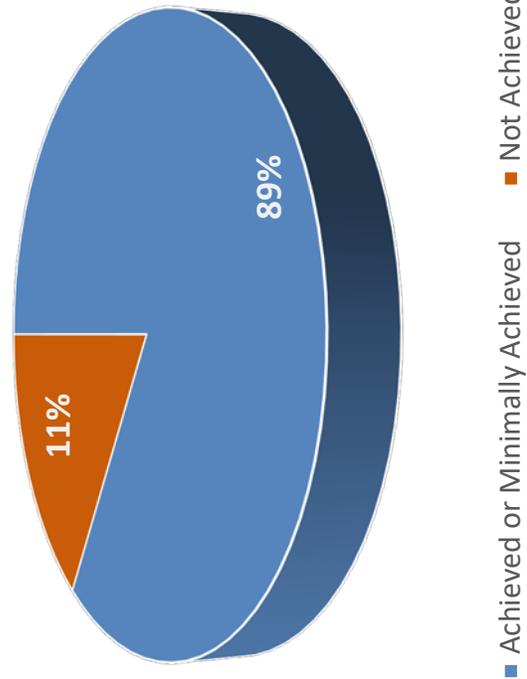
*Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.*

## Mission Fulfillment

Southwestern achieved **Mission Fulfillment** with 89% of indicators resulting in a status of achieved (green) or minimally achieved (yellow) exceeding the minimum threshold of 70% for all indicators and **core theme achievement of 75% or higher** in each of the core themes. The success indicators measured in 2016-17 along with supporting data were used for a seventh year to determine mission fulfillment including achievement of the core theme objectives. Southwestern has defined mission fulfillment based on an established threshold:

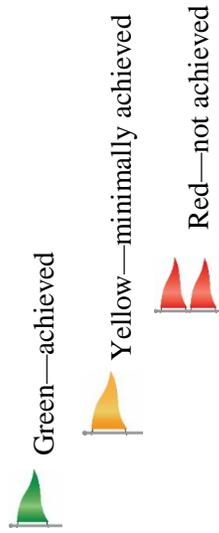
*The College will attain 70% of all indicators within the achieved or minimally achieved range.*

### Mission Fulfillment Achievement



## Measuring Achievement

The achievement of each indicator is measured in terms of a range based on a corresponding threshold level and represented by an achievement status of:



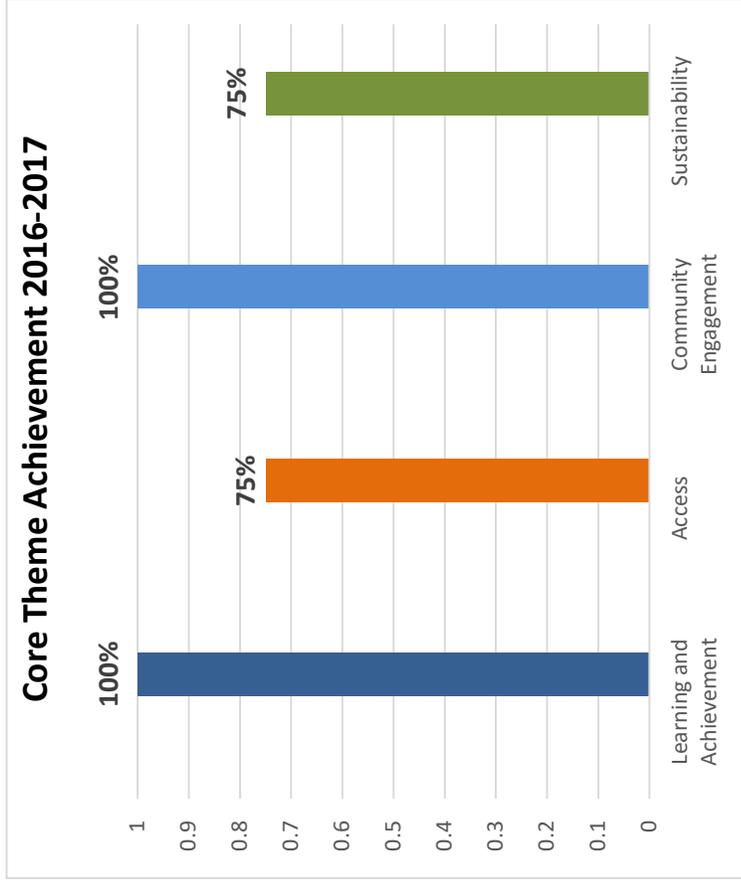
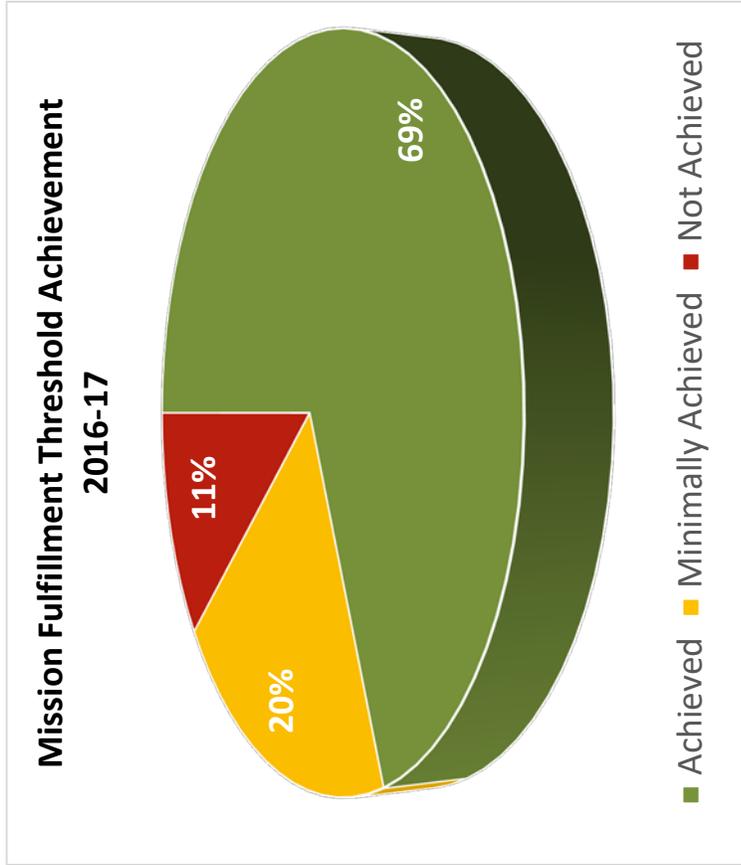
The threshold of Mission fulfillment is defined in terms of the Core Themes:

- Mission fulfillment is defined as attaining Core Theme fulfillment for each of the four Core Themes.
- Core Theme fulfillment is defined as attaining 70% of all the Core Theme’s data indicators within the achieved or minimally achieved range.
- The minimum threshold of Mission fulfillment is defined as attaining 70% or better of all indicators within the achieved or minimally achieved range.

The mission fulfillment process is reviewed each year and is discussed in the last section of this report.

## Summary of Achievement by Core Theme

The core theme fulfillment rate ranged from 75% to 100% meeting the mission fulfillment core theme threshold of 70% within all four core theme categories contributing toward the Mission Fulfillment rate of 89%. Of the 35 indicators measured in 2016-2017, 69% achieved a green status (24), 20% a yellow status (7), and 11% a red status (4). A total of 11 indicators are based on preliminary data with the final data available in late January 2018 as these indicators are associated with the audit and/or survey results.



### Learning and Achievement

- 11 indicators measured
  - 7 within the green threshold
  - 4 within the yellow threshold
  - 0 within the red threshold
- SI:** 8, 11, 13, 28, 44, 46, 47, 48, 50, 51, and 53

### Access

- 8 indicators measured
  - 5 within the green threshold
  - 1 within the yellow threshold
  - 2 within the red threshold
- SI:** 2, 3, 14A, 29, 35, 37, 38 and 39

### Community Engagement

- 8 indicators measured
  - 7 within the green threshold
  - 1 within the yellow threshold
  - 0 within the red threshold
- SI:** 14B, 32, 33, 34, 42, 43, 45 and 49

### Sustainability

- 8 indicators measured
  - 5 within the green threshold
  - 1 within the yellow threshold
  - 2 within the red threshold
- SI:** 9, 15, 16A, 16B, 17, 19, 20 and 41

## **Reports, Data Review, and Planning**

A written report for each success indicator includes achievement analysis, planned projects, budget impact, and identification of changes to the indicator, measurement of the indicator, or threshold values. Lead staff responsible for each indicator meet with campus staff to review and analyze the supporting data and identify the level of achievement as well as key data figures within the report, including supporting information from departments across campus. Detailed reports are available in late spring each year, after the initial planning and budget request process. The Institutional Strategic Plan and operational project plans are developed for the 2018-2019 academic year based on data contained in this report and from program reviews.

## **Annual Assessment of Mission Fulfillment, Core Themes, Objectives, Indicators and Thresholds**

The College completes an annual review of the core themes, objectives, and success indicators to discuss the purpose and meaning, validity and appropriateness and then makes any adjustments necessary to refine measuring Mission Fulfillment. The results are presented to the Board. The reviews are scheduled for completion during winter/spring term. Review process:

1. Board of Education reviews the Core Themes and indicators at the Board Retreat each year with recommendations for changes, if any made to Executive Team members who work with lead report writers for potential changes;
2. Lead report writer works with programs and department staff directly impacted by the success indicator to review and recommend changes; information included within the success indicator report;
3. Academic and operational units review recommended changes and recommend any further changes to Institutional Managers group;
4. Subcommittee of faculty, staff and students review recommended changes and recommend any further changes to Institutional Managers group;
5. The Institutional Managers group reviews the SWOCC Core Themes and Objectives and discusses if changes are needed to further refine how core themes are measured as well as the relevance of the core themes and objectives. Recommendations for change are made to the College Council;
6. College Council conducts the final review and adopts changes based on feedback from all groups. Changes are sent to the Board of Education as informational and in the case of Core Theme changes approval.

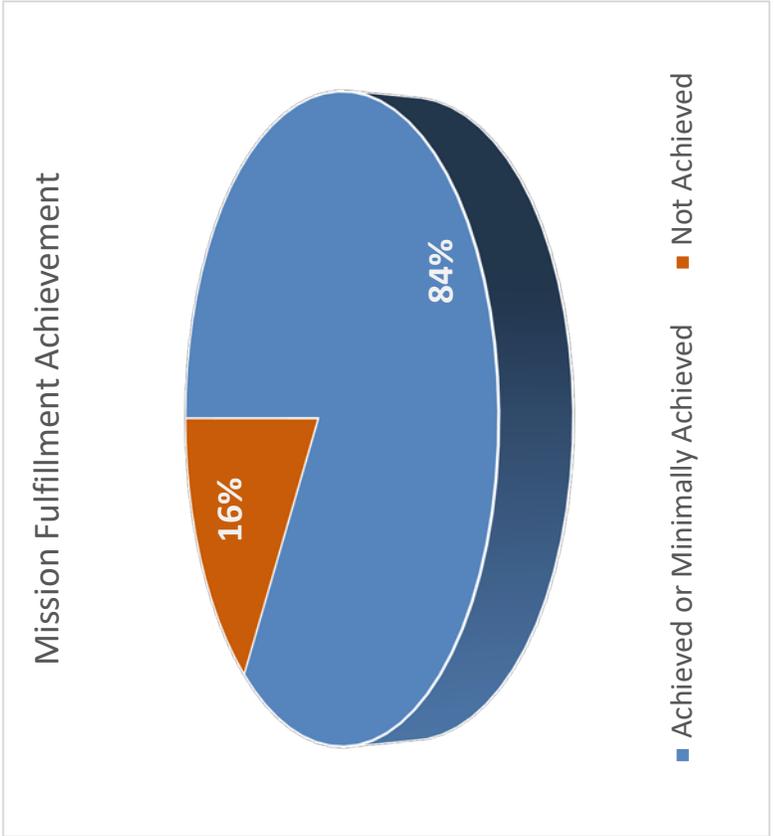
Southwestern’s Mission was adopted by the Board of Education on November 19, 2012:

*Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.*

## Mission Fulfillment

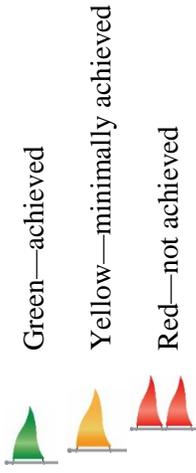
Southwestern achieved **Mission Fulfillment** with **84%** of indicators resulting in a status of achieved (green) or minimally achieved (yellow) exceeding the minimum threshold of 70% for all indicators and **core theme achievement of 78% or higher** in each of the core themes. The success indicators measured in 2015-16 along with supporting data were used for a sixth year to determine mission fulfillment including achievement of the core theme objectives. Southwestern has defined mission fulfillment based on an established threshold:

*The College will attain 70% of all indicators within the achieved or minimally achieved range.*



## Measuring Achievement

The achievement of each indicator is measured in terms of a range based on a corresponding threshold level and represented by an achievement status of:



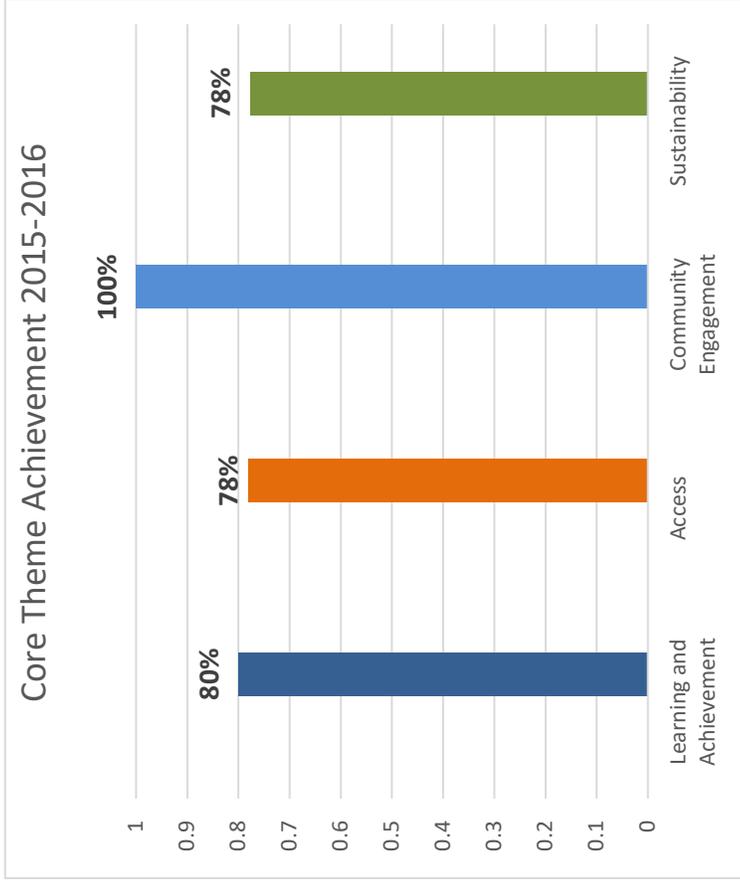
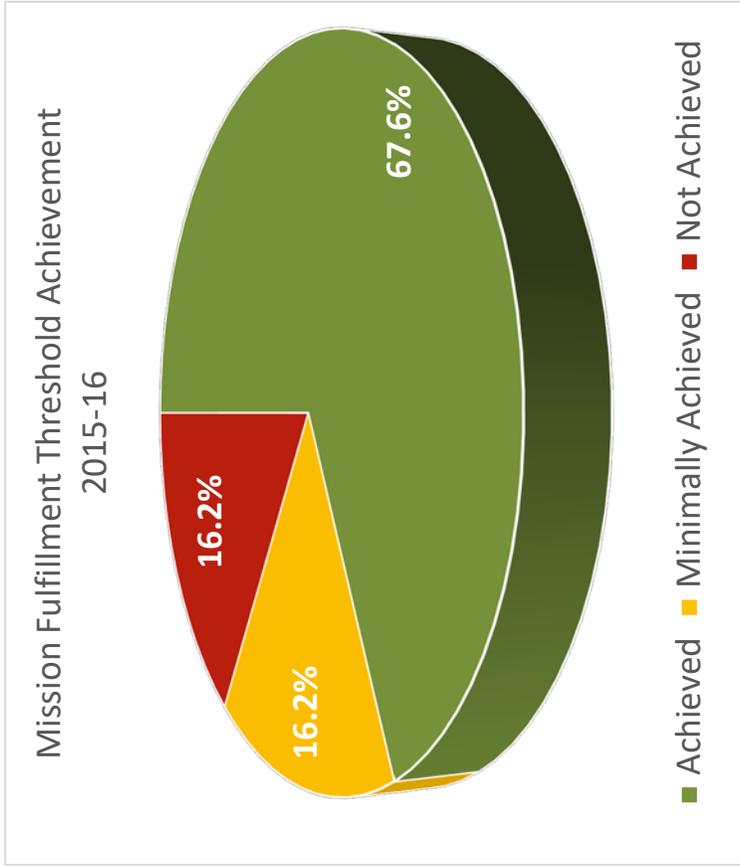
The threshold of Mission fulfillment is defined in terms of the Core Themes:

- Mission fulfillment is defined as attaining Core Theme fulfillment for each of the four Core Themes.
- Core Theme fulfillment is defined as attaining 70% of all the Core Theme’s data indicators within the achieved or minimally achieved range.
- The minimum threshold of Mission fulfillment is defined as attaining 70% or better of all indicators within the achieved or minimally achieved range.

The mission fulfillment process is reviewed each year and is discussed in the last section of this report.

## Summary of Achievement by Core Theme

The core theme fulfillment rate ranged from 78% to 100% meeting the mission fulfillment core theme threshold of 70% within all four core theme categories contributing toward the Mission Fulfillment rate of 84%. Of the 37 indicators measured in 2015-2016, 67.6% achieved a green status (25), 16.2% a yellow status (6), and 16.2% a red status (6).



### Learning and Achievement

- 10 indicators measured
- 7 within the green threshold
- 1 within the yellow threshold
- 2 within the red threshold

**SI:** 8, 11, 13, 28, 44, 46, 47, 48, 50 and 51

### Access

- 9 indicators measured
- 5 within the green threshold
- 2 within the yellow threshold
- 2 within the red threshold

**SI:** 2, 3, 6, 14A, 29, 35, 37, 38 and 39

### Community Engagement

- 9 indicators measured
- 8 within the green threshold
- 1 within the yellow threshold
- 0 within the red threshold

**SI:** 14B, 22A, 32, 33, 34, 42, 43, 45 and 49

### Sustainability

- 9 indicators measured
- 5 within the green threshold
- 2 within the yellow threshold
- 2 within the red threshold

**SI:** 9, 15, 16A, 16B, 17, 19, 20, 40, and 41

## Reports, Data Review, and Planning

A written report for each success indicator includes achievement analysis, planned projects, budget impact, and identification of changes to the indicator, measurement of the indicator, or threshold values. Lead staff responsible for each indicator meet with campus staff to review and analyze the supporting data and identify the level of achievement as well as key data figures within the report, including supporting information from departments across campus. Detailed reports are available in late spring each year, after the initial planning and budget request process. The Institutional Strategic Plan and operational project plans are developed for 2017-2018 based on this report.

## Institutional Strategic Plan: 2017-2018

The **Strategic Plan** projects are derived from the program reviews conducted across campus and from the planning process that occurs at the unit, reporting unit, functional areas, and institutional levels of the College. 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.

Core Theme	Objective	Strategic Plan Project
Learning & Achievement	<u><a href="#">LA.1: Students demonstrate progress</a></u>	<b>LA.1.1SP:</b> Statewide Developmental Education Recommendation Implementation and Developmental delivery options ( <b>SI 44</b> )
		<b>LA.1.2SP:</b> Title III persistence and retention projects implementation ( <b>SI 28, SI 47 and SI 48</b> )
	<u><a href="#">LA.2: Students complete certificates, degrees, and transfer degrees, and transfer</a></u>	<b>LA.2.1SP:</b> Identify program enhancements to increase student success and improve student completion ( <b>SI 11, SI 46</b> )
		<b>LA.2.2SP:</b> Credit for Prior Learning Project – process development ( <b>SI 11</b> )
		<b>LA.2.3SP:</b> Title III Student Success projects implementation ( <b>SI 11 and SI 46</b> )
	<u><a href="#">LA.3: Students demonstrate that they have met learning outcomes</a></u>	<b>LA.3.1SP:</b> Outcomes Assessment – Multi-State Collaborative and Program Student Learning Outcomes ( <b>SI 50 and SI 51</b> )
	<b>LA.3.2SP:</b> Course and program outcomes development ( <b>SI 8, SI 13 and SI 50</b> )	

Access	<p><u><a href="#">A.1: Students access varied learning opportunities</a></u></p> <p><u><a href="#">A.2: Students access services that support learning</a></u></p> <p><u><a href="#">A.3: Students access relevant curricula that support lifelong learning and achievement</a></u></p>	<p><b>A.1.1SP:</b> Enhance opportunities for students to access learning opportunities (dual credit, articulated agreements, extended 4-year campus) (<b>SI 2, SI 3, SI 35 and SI 39</b>)</p> <p><b>A.2.1SP:</b> Title III student support project implementation to enhance and improve student services; lean audit process change implementation (<b>SI 38</b>)</p> <p><b>A.2.2SP:</b> Advising and placement policy and process development (<b>SI 5, SI 6 and SI 38</b>)</p> <p><b>A.3.1SP:</b> New Program and Course Development (degree/certificate programs, community education opportunities, student engagement activities, etc.) (<b>SI 14A, SI 29, and SI 37</b>)</p>
Community Engagement	<p><u><a href="#">CE.1: Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs</a></u></p> <p><u><a href="#">CE.2: Southwestern provides our community members access to a wide range of quality, lifelong learning opportunities</a></u></p> <p><u><a href="#">CE.3: Our community members participate and contribute to the Foundation in support of the college</a></u></p>	<p><b>CE.1.1SP:</b> Develop new training and business development programs based on participant survey feedback and other community needs (<b>SI 14B, SI 32, and SI 33</b>)</p> <p><b>CE.2.1SP:</b> Enhance Internal and External Relationships- Encourage people to serve on state level committees and belong to organizations related to position both on-campus and off-campus. (<b>SI 34</b>)</p> <p><b>CE.2.2SP:</b> Student and staff support and engage in community activities – both on-campus and off-campus (<b>SI 22A, SI 22B, SI 34</b>)</p> <p><b>CE.3.1SP:</b> Promote the value of contributing to the Foundation and identify sources of support for new programs and the Health &amp; Science Building (<b>SI 42, SI 43, SI 45</b>)</p>
Sustainability	<p><u><a href="#">S.1: Southwestern provides responsible fiscal management</a></u></p> <p><u><a href="#">S.2: Southwestern builds and maintains a sustainable</a></u></p>	<p><b>S.1.1SP:</b> Multi-year budget process integrated with planning (<b>SI 15 and SI 17</b>)</p> <p><b>S.1.2SP:</b> Enhance the planning process by fully integrating into the budget process based on mission fulfillment success indicator planning, academic and facility planning, ITS planning, Strategic Enrollment Management planning, and program review planning (academic and operational) including implementation of LiveText (<b>SI 16A, SI 16B, SI 17</b>)</p> <p><b>S.2.1SP:</b> Ensure compliance and submit required reports consistent with accreditation requirements, HEOA, federal and state requirements, grant requirements and the like. (<b>Compliance</b>)</p>

	<p><a href="#"><u>infrastructure of human, technology, and facility resources</u></a></p>	<p><b>S.2.2SP:</b> Complete the transition to administrative policies/procedures and review of policies and procedures at the department level (<b>Compliance</b>)</p> <p><b>S.2.3SP:</b> Implement campus-wide plans including redesigning existing processes (Academic Master Plan, ITS Plan, Planning software, Enrollment Management Plan, etc.); Strategic Plan process redesign (<b>SI 19 and SI 20</b>)</p> <p><b>S.2.4SP:</b> Planning work on new Health &amp; Science Building (<b>AMP, FMP</b>)</p> <p><b>S.2.5SP:</b> Foster positive relationships between faculty, staff, and administration and provide professional development and staff development opportunities. (<b>SI 9</b>)</p>
	<p><a href="#"><u>S3: Southwestern delivers viable quality instruction</u></a></p>	<p><b>S.3.1SP:</b> Program Review implementation with integrated planning and budgeting and rollout of LiveText (<b>SI 40</b>)</p> <p><b>S.3.2SP:</b> Program Viability implementation (<b>SI 40</b>)</p>

## Annual Assessment of Mission Fulfillment, Core Themes, Objectives, Indicators and Thresholds

The College completes an annual review of the core themes, objectives, and success indicators to discuss the purpose and meaning, validity and appropriateness and then makes any adjustments necessary to refine measuring Mission Fulfillment. The results are presented to the Board. The reviews are scheduled for completion during winter/spring term. Review process:

1. Board of Education reviews the Core Themes and indicators at the Board Retreat each year with recommendations for changes, if any made to Executive Team members who work with lead report writers for potential changes;
2. Lead report writer works with programs and department staff directly impacted by the success indicator to review and recommend changes; information included within the success indicator report;
3. Academic and operational units review recommended changes and recommend any further changes to Institutional Managers group;
4. Subcommittee of faculty, staff and students review recommended changes and recommend any further changes to Institutional Managers group;
5. The Institutional Managers group reviews the SWOCC Core Themes and Objectives and discusses if changes are needed to further refine how core themes are measured as well as the relevance of the core themes and objectives. Recommendations for change are made to the College Council;
6. College Council conducts the final review and adopts changes based on feedback from all groups. Changes are sent to the Board of Education as informational and in the case of Core Theme changes approval.

**Operational Department Outcomes, Indicators and Threshold Examples**

Success indicator data at the institutional level cascades to academic and operational programs and departments. Data is collected and analyzed within multiple departments to support overall mission fulfillment.

**Cooperative Work Experience/Internship Outcomes, Indicators and Thresholds**

**Structured Work Experience (Core Theme Access and Community Engagement) (SI14A and SI14B)**

- Provide students with real life opportunities that augment classroom experience for all students
  - Measured by the percent of degree seeking students who participated in an internship within majors offering work experience calculated as a three-year average compared to the threshold (SI14A)  
Green: 18% or greater Yellow: Between 8% and 17% Red: Below 8%
  - Measured by the ratio of employers per student calculated as a three-year average compared to the threshold (SI14B)  
Green:  $\geq 1:2$  Yellow: Between 1:2.1 and 1:4 Red:  $<1:4$
- Support students transitioning from college to the workplace
  - Measured by the average rating of all questions (5 point scale) from the “Student Evaluation Report” –  
Green: GE 4.25 Yellow: Between 3.00 and 4.24 Red:  $<3.00$
  - Measured by the average rating of all questions (5 point scale) from the “Employer Survey” – (SI8)  
Green:  $\geq 1:2$  Yellow: Between 1:2.1 and 1:4 Red:  $<1:4$

**Financial Aid Office Outcomes, Indicators and Thresholds**

- Students are satisfied with Financial Aid services
  - Measured by the response rate on graduation survey for Financial Aid [administered every year] (SI 38)
    - Green: LE 19% Yellow: 20% - 39% Red: GE 40%
  - Measured by the response rate on CCSSE survey for (9F) Providing the financial support you need to afford you education [administered every 3 years] (SI 5)
    - Green: LE 25% Yellow: 26% - 39% Red: GE 40%

- Measured by the responses on the Student Satisfaction Inventory; “Timely financial aid award notification; Very satisfied or satisfied” [administered yearly in spring] (SI 6)
  - Green: GE 90% Yellow: 69% - 89% Red: LE 700%
- Students receive prompt Financial Aid services.
  - Measured by length of time it takes to award a student files during peak times (June-October) [measured yearly]
    - Green: LE 3 weeks Yellow: 4 to 8 weeks Red: > 8 weeks
  - Measured by percentage of fall enrolled students who are awarded by November 30<sup>th</sup> [measured yearly]
    - Green: GE 90% Yellow: 71% - 89% Red: < 70%
- Communication to Financial Aid students is effective
  - Measured by number of days between date first FAFSAs come in and date we begin sending out tracking letters for next academic year [measured yearly]
    - Green: LE 45 days Yellow: 46 days – 65 days Red: GE 65 days
- Financial Aid students are successful
  - Measured by full-time, Financial Aid student retention rate [ measured yearly] (SI 48)
    - Green: GE 59% Yellow: 51% - 58% Red: GE > 50%
  - Measured by part-time, Financial Aid student retention rate [measured yearly] (SI 48)
    - Green: GE 59% Yellow: 51% - 58% Red: GE > 50%

### ***Athletic Department Outcomes, Indicators and Thresholds***

- Athletic team students attain academic success (Core Theme Learning & Achievement)
  - Measured by the SWOCC cumulative GPA for athletic team students (NWAC Academic Requirements)
    - Green: GE 3.25 Yellow: 2.75 – 3.24 Red: Below 2.75
  - Measured by the course pass rate in developmental math courses for athletic team students (SI 44 and Achievement Compact)
    - Green: GE 70% Yellow: 62% - 69% Red: Below 62%
  - Measured by the course pass rate in developmental writing courses for athletic team students (SI 44 and Achievement Compact)
    - Green: GE 75% Yellow: 65% - 74% Red: Below 65%
  - Measured by the percentage of athletic team students who earn 30 college-level credits in a year (SI 28 and Achievement Compact)
    - Green: GE 85% Yellow: 75% - 84% Red: Below 75%
  - Measured by the percentage of athletic team students who earn 36 credits in a year (NWAC Academic Requirements)
    - Green: GE 85% Yellow: 75% - 84% Red: Below 75%
  - Measured by the year-to-year retention rate for first-time full-time athletic team students (SI 48 -IPEDS Cohort Retention Rate)
    - Green: GE 65% Yellow: 60% - 64% Red: Below 60%

- Measured by the HEOA graduation rate for athletic team students (HEOA Reporting - Student Right to Know)
  - Green: GE 30%      Yellow: 22% - 29% Red: Below 22%
- Measured by the first-time full-time athletic team students 150% graduation rate (SI 11 - IPEDS Cohort Graduation Rate)
  - Green: GE 30%      Yellow: 22% - 29% Red: Below 22%
- Measured by the first-time full-time athletic team member transfer rate, non-graduates (SI 46 - IPEDS Cohort Transfer Rate)
  - Green: GE 35%      Yellow: 30% - 34% Red: Below 30%
- Athletic team students have access to and are satisfied with athletic support and activities that support student success and community engagement (Core Theme Access and Community Engagement)
  - Measured by the average rating for all rated satisfaction questions on the Athletic Team Survey (SI 38)
    - Green: GE 4.25      Yellow: 3.5 – 4.24 Red: Below 3.5
  - Measured by the percentage of athletic team students who participate in community engagement activities (SI 22)
    - Green: GE 85%      Yellow: 75% - 84%      Red: Below 75%

Southwestern Oregon Community College does not discriminate on the basis of race, color, gender, sexual orientation, marital status, religion, national origin, age, disability status, gender identity, or protected veterans in employment, education, or activities as set forth in compliance with federal and state statutes and regulations

## Core Theme Objectives and Success Indicators 2017-2018

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### LA.1: Students demonstrate progress

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#### Success Indicator

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##### **LA.1.1: SI 44 – Success Rate - Developmental Courses**

Measured by the percentage of students who became college ready by completing all developmental coursework as reported to VFA for the credential seeking cohort; disaggregated by student demographics

##### Thresholds

Green:  $\geq$  3% above the Oregon CC rate

Yellow: Between 3% above and below the Oregon CC rate

Red:  $>$  3% below the Oregon CC rate

##### Purpose and Meaning

Measure Type: Indirect – Grades

This milestone indicates student progress in preparing for success by completing remedial instruction to develop skills needed to succeed in college gateway courses and beyond.

##### Data and Report

Lead Writer: Dean LDC/Developmental

Data Available: Early October after final state submission of data and reporting to VFA

Board Presentation: February Meeting

##### **LA.1.2: SI 28 - Progress – Credits Earned**

Measured by the percentage of students who reach the two-year credit threshold (63 credits) as reported to VFA for the credential seeking cohort; disaggregated by student demographics

##### Thresholds

Green:  $\geq$  3% above the Oregon CC rate

Yellow: Between 3% above and below the Oregon CC rate

Red:  $>$  3% below the Oregon CC rate

##### Purpose and Meaning

Measure Type: Direct – Credit Count

Results of this measurement gauges student progress. This evidence will direct further assessment of specific factors at the operational level that will guide planning and implementation of strategies to help students advance toward milestones that mark education success. This indicator offers a measure of student progress toward achievement on an annual basis.

##### Data and Report

Lead Writer: VP Instruction

Data Available: Early October after final state submission of data and reporting to VFA

Board Presentation: May Meeting

##### **LA.1.3: SI 47 – Success Rate - LDC Courses**

Measured by the percentage of students passing LDC courses with a C grade or better; disaggregated by student demographics

##### Thresholds

Green:  $\geq$  80%

Yellow: Between 75% and 79%

Red:  $<$  75%

##### Purpose and Meaning

Measure Type: Indirect – Grades

Measures student learning and achievement gauged by the passing grade success rate and reflects student attainment of assignment and course outcomes.

##### Data and Report

Lead Writer: Dean LDC/Developmental

Data Available: Early September after final state submission of data

Board Presentation: February Meeting

### **LA.1.4: SI 53 – Success Rate - CTE Courses**

Measured by the percentage of students passing CTE courses with a C grade or better; disaggregated by student demographics

#### Thresholds

Green: ≥ 80%

Yellow: Between 75% and 79%

Red: < 75%

#### Purpose and Meaning

Measure Type: Indirect – Grades

Measures student learning and achievement gauged by the passing grade success rate and reflects student attainment of assignment and course outcomes.

#### Data and Report

Lead Writer: Dean CTE

Data Available: Early September after final state submission of data

Board Presentation: February Meeting

### **LA.1.5: SI 48 – Retention Rate**

Measured by the cohort retention rate for first time full-time freshman (fall to fall) as reported to IPEDS; disaggregated by student demographics

#### Thresholds

Green: ≥ 5 percentage points above Oregon CC average

Yellow: Between 4 percentage points below and 4 percentage above Oregon CC average

Red: > 4 percentage points below the Oregon CC average

#### Purpose and Meaning

Measure Type: Indirect – Counts/Percent

This momentum point is a measurable educational attainment that was empirically correlated with the completion of a milestone and progress toward a meaningful outcome by research conducted in Washington state by Lienbach and Jenkins (2008). Results of this measurement gauges student progress. This evidence will direct further assessment of specific factors at the operational level that will guide planning and implementation of strategies to help students advance toward milestones that mark education success. This indicator offers a measure of student progress toward achievement on an annual basis.

#### Data and Report

Lead Writer: Dean Student Services

Data Available: Late Spring after IPEDS submission of data

Board Presentation: May Meeting

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## **LA.2: Students complete certificates, degrees, and transfer**

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### **Success Indicator**

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#### **LA.2.1: SI 11 – Graduation Rate**

Measured by the cohort 4 year graduation rate of first-time full-time freshman (fall) as reported to IPEDS; disaggregated by student demographics

#### Thresholds

Green: ≥ 3 percentage points above Oregon CC average

Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average

Red: > 3 percentage points below the Oregon CC average

#### Purpose and Meaning

Measure Type: Indirect – Counts/Percent

Measures student achievement gauged by degree or certificates awarded and reflects student attainment of personal educational milestones.

#### Data and Report

Lead Writer: Dean Student Services

Data Available: Early Spring after IPEDS submission of data

Board Presentation: May Meeting

### **LA.2.2: SI 46 – Transfer Rate**

Measured by the cohort transfer rate for first time full-time freshman as reported to IPEDS; disaggregated by student demographics

#### Thresholds

Green:  $\geq 3$  percentage points above Oregon CC average

Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average

Red:  $> 3$  percentage points below the Oregon CC average

#### Purpose and Meaning

Measure Type: Indirect – Counts/Percent

Measures student achievement gauged by the transfer rate and reflects student attainment of personal educational milestones.

#### Data and Report

Lead Writer: VP Instruction

Data Available: Early Spring after IPEDS submission of data

Board Presentation: May Meeting

### **LA.2.3: SI 56 - GED Completer Transition Rate**

Measured by the percentage of students who complete the GED and transition into Education or Training.

#### Thresholds

Green:  $\geq 3$  percentage points above the Oregon target rate

Yellow: Between 3 percentage points below and 2 percentage points above the Oregon target rate

Red:  $> 3$  percentage points below the Oregon target rate

#### Purpose and Meaning

Measure Type: Direct – Transition

Measures student achievement by the transition rate from the Transitional Education program to a credit-bearing college certificate/program.

#### Data and Report

Lead Writer: Director Transitional Education

Data Available: Early September after final state submission

Board Presentation: November Meeting

### **LA.2.4A: SI 52A – Success Rate- Completion and Transfer**

Measured by the two-year combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics

#### Thresholds

Green:  $\geq 3$  percentage points above Oregon CC average

Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average

Red:  $> 3$  percentage points below the Oregon CC average

#### Purpose and Meaning

Measure Type: Indirect – Counts/Percent

Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational milestones.

#### Data and Report

Lead Writer: VP Instruction

Data Available: Early October after final state submission of data and reporting to VFA

Board Presentation: May Meeting

### **LA.2.4B: SI 52B – Success Rate- Completion and Transfer**

Measured by the six-year combined completion and transfer rates as reported to VFA for the credential seeking cohort disaggregated by student demographics

#### Thresholds

Green:  $\geq 3$  percentage points above Oregon CC average

Yellow: Between 3 percentage points below and 2 percentage above Oregon CC average

Red:  $> 3$  percentage points below the Oregon CC average

Purpose and Meaning

Measure Type: Indirect – Counts/Percent

Measures student achievement gauged by degree or certificates awarded, transfer where no awards exist and reflects student attainment of personal educational milestones.

Data and Report

Lead Writer: VP Instruction

Data Available: Early October after final state submission of data and reporting to VFA

Board Presentation: May Meeting

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## LA.3: Students demonstrate that they have met learning outcome

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### Success Indicator

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#### LA.3.1: SI 8 - Employer Perceptions

Measured by the average rating level for the overall rating of student employee job performance from data reported by employers as part of the internship process

Thresholds

Green:  $\geq 4.25$

Yellow: 3.5 to 4.25

Red:  $< 3.5$

Purpose and Meaning

Measure Type: Indirect – Survey

Measures attainment of the learning outcomes; relies on the feedback of employers to reflect the success in achieving learning outcomes at a level that meets the needs of partner employers.

Data and Report

Lead Writer: Dean CTE

Data Available: Mid June after surveys completed

Board Presentation: April Meeting

#### LA.3.2: SI 13 - Student Technical Skills Outcomes

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% or greater

Yellow: Between 70% and 89%

Red: Below 70%

Purpose and Meaning

Measure Type: Direct – External Assessment

Measures student achievement of technical skills learning outcomes and the means of measurement for this indicator are determined by state and nationally approved tests. Assesses the extent to which students meet learning outcomes.

Data and Report

Lead Writer: Dean CTE

Data Available: Early September after final state submission of data

Board Presentation: March Meeting

#### LA.3.3 : SI 60 - Course Student Learning Outcomes Assessment

Measured by the % of students who meet course level outcomes as measured by faculty identified assessment tool for each course.

Thresholds

Green:  $\geq 85\%$

Yellow: Between 70% and 84%

Red:  $< 70\%$

Purpose and Meaning

Measure Type: Direct – SLO Assessment

Faculty identify specific course outcomes to measure student achievement. Using the Course/Program Assessment Report Form (part of the SWOCC Student Learning Outcomes Assessment Plan), faculty identify a measurement tool that will measure the specific course and a measurement criterion to indicate success. They collect the data from the students after using the tool and then analyze the results to show the rate of success of students achieving that outcome. Faculty will have goals on how many course outcomes must be measured each academic year.

Data and Report

Lead Writer: VP Instruction

Data Available: July after outcomes reports submitted

Board Presentation: March Meeting

### **LA3.4: SI 51 - General Education Student Learning Outcomes Assessment**

Measured by the percentage of students who demonstrate general education student learning outcomes achievement based on scores achieved as reported to state or consortium outcomes benchmarking or as internally assessed.

Thresholds

Green:  $\geq 85\%$

Yellow: Between 70% and 84%

Red:  $< 70\%$

Purpose and Meaning

Measure Type: Direct – SLO Assessment

SWOCC has to clearly measure and show how well students are achieving the general education outcomes required of all graduates. This SI focuses on students in last term at SWOCC before graduating with an AAS, AS, or AAOT degree, randomly selecting 200 students to take a nationally normed survey from ETS that measures achievement of the General Education Outcomes and/or from the Value Rubrics that faculty will use throughout our programs to assess student learning.

Data and Report

Lead Writer: Dean LDC

Data Available: September after outcomes reports submitted and ETS data received

Board Presentation: March Meeting

### **LA.3.5 : SI 61 – Program/Discipline Student Learning Outcomes Assessment**

Measured by the % of students who meet program/discipline outcomes as measured by faculty-identified assessment tools for each program.

Thresholds

Green:  $\geq 85\%$

Yellow: Between 70% and 84%

Red:  $< 70\%$

Purpose and Meaning

Measure Type: Direct – SLO Assessment

Faculty identify specific program/discipline outcomes to measure student achievement. Using the Course/Program Assessment Report Form (part of the SWOCC Student Learning Outcomes Assessment Plan), faculty identify a measurement tool that will measure the specific program/discipline outcomes and a measurement criterion to indicate success. They collect the data from the students after using the tool and then analyze the results to show the rate of success of students achieving that outcome. Faculty will have goals on how many course outcomes must be measured each academic year.

Data and Report

Lead Writer: VP Instruction

Data Available: July after outcomes reports submitted

Board Presentation: March Meeting

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## **A.1: Students access varied learning opportunities**

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### **Success Indicator**

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#### **A.1.1: SI 2 – Enrollment Report**

Measured by the three-year average of all student enrollments disaggregated by student demographics and delivery demographics (method, time, location)

#### Thresholds

Green: 9600 or greater

Yellow: Between 9200 - 9599

Red: Below 9200

#### Purpose and Meaning

Measure Type: Direct – Service Counts

Institutional and program specific indicator for enrollment (FTE) of the numbers and types of courses accessed by students. Overall, reimbursable FTE is the majority basis for state funding and an indicator for generation of tuition and fee revenues. Examination of this indicator supports the institution in its decision making regarding budget planning and for program and course offerings. Effectiveness of this indicator is determined at the unit level measuring course enrollments percentages by method of delivery, by day and time, and by program to determine the viability of, and/or need for, courses and programs that students are accessing to meet their educational wants and needs.

#### Data and Report

Lead Writer: Executive Director Enrollment Management

Data Available: Early September after final state submission of data

Board Presentation: October Meeting

### **A.1.2: SI 3 – Course Offerings**

Measured by the average three-year total course enrollments disaggregated by student demographics and delivery demographics (method, time, location)

#### Thresholds

Green: 46,000 or greater

Yellow: Between 41,000 – 45,999

Red: Below 41,000

#### Purpose and Meaning

Measure Type: Direct – Service Capacity

Assesses the trends of courses accessed by degree/program seeking and community education students, shows current needs, and allows for forecasting of future courses/program offerings ensuring that students are able to complete their course of study in a timely and convenient manner. Effectiveness of this indicator is determined at the unit level measuring course offering percentages by method of delivery, by day and time, and by sequence of course offerings to ensure student access to the courses needed to complete a degree/certificate in a convenient and timely manner.

#### Data and Report

Lead Writer: VP Instruction

Data Available: Early September after final state submission of data

Board Presentation: October Meeting

### **A.1.3: SI 35 – Foundation Support**

Measured by the three-year average amount of scholarships awarded as reported by the foundation from foundation-raised funds.

#### Thresholds

Green: \$70,00 or greater

Yellow: Between \$40,000 and \$69,000

Red: Less than \$40,000

#### Purpose and Meaning

Measure Type: Direct – Service Capacity

Informs the college of how much monetary support the Foundation offers to students, which increases access to education and allows for the planning of annual giving campaigns designed to ensure that students have access to the monies needed to complete their intended courses of study.

#### Data and Report

Lead Writer: Executive Director Foundation

Data Available: Early September after final year end data

Board Presentation: Joint Meeting

### **A.1.4: SI 39 – Institutional Financial Assistance**

Measured by the percent of institutional grant assistance provided as a three-year average reported to IPEDS compared to the IPEDS selected similar college cohort comparison group of full-time, first-time degree/certificate seeking students as the percentage point gap between Southwestern and comparison colleges.

Thresholds  
Green:  $\geq 10\%$   
Yellow: Between 0% and 9%  
Red:  $< 0\%$

Purpose and Meaning

Measure Type: Direct – Service Capacity  
Allows the institution to measure itself against a cohort of like institutions nationwide regarding institutionally provided funding for students with limited financial resources to access.

Data and Report  
Lead Writer: Executive Director Foundation  
Data Available: Early September after final year end data  
Board Presentation: October Meeting

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## A.2: Students access services that support learning

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### Success Indicator

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#### A.2.1: SI 38 – Student Opinion

Measured by the overall rating of student expectations and needs from internal survey data – measured every two years

Thresholds  
Green:  $\geq 4$   
Yellow: Between 3 - 3.99  
Red:  $< 3$

Purpose and Meaning  
Measure Type: Indirect – Internal Survey  
Examines student perceptions of an aggregate of student support services accessed by students, including online support, allowing the institution to plan for and provide improvements where indicated.

Data and Report  
Lead Writer: Dean Student Services  
Data Available: Early July after survey completion  
Board Presentation: January Meeting

#### A.2.2: SI 57 – Student Satisfaction

Measured by the overall satisfaction rating on the Student Satisfaction Inventory (SSI) compared to the community college western region

Thresholds  
Green:  $\geq .15$  Mean Difference  
Yellow: Between 0 and  $.15$  Mean Difference  
Red:  $< 0$  Mean Difference

Purpose and Meaning  
Measure Type: Indirect – National Survey  
Examines student perceptions of an aggregate of all instruction and services accessed by students, including online support, allowing the institution to plan for and provide improvements where indicated.

Data and Report  
Lead Writer: Dean Student Services  
Data Available: Early August after survey completion  
Board Presentation: January Meeting

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## A.3: Students access relevant curricula that support lifelong learning and achievement

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### Success Indicator

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### **A.3.1: SI 14A – Structured Work Experience**

Measured by the percent of degree seeking students who participated in an internship within majors offering work experience calculated as a three-year average compared to the threshold

#### Thresholds

Green: 18% or greater

Yellow: Between 8% and 17%

Red: Below 8%

#### Purpose and Meaning

Measure Type: Direct – Participation Counts

Access to opportunities for students to earn quality credentials with real value occurs through participation in work experience/internships. By providing access to internships, students receive real life experiences with local employers and assessment at the unit level provides insight into what programs need additional opportunities provided to students as well as the rate of local employer participation.

#### Data and Report

Lead Writer: Dean CTE

Data Available: Early September after final state submission of data

Board Presentation: April Meeting

### **A.3.2: SI 29 – Connections – High School Dual Enrolled**

Measured by the district percentage of junior and seniors enrolled participating in high school connection opportunities

#### Thresholds

Green:  $\geq 50\%$

Yellow: Between 25% and 49%

Below 25%

#### Purpose and Meaning

Measure Type: Direct – Participation Counts

Enables the institution to plan for additional dual-enrolled opportunities for high school students designed to meet state-wide goals for K-12 and community college Achievement and Completion Compacts. Effectiveness is measured at the unit level by the percentage of enrollments by high school and by high school level. This reduces the amount of time students spend to complete their certificates/degrees and results in a reduction of the financial resources needed to pay for college.

#### Data and Report

Lead Writer: HS Connections

Data Available: Early September after final state submission of data

Board Presentation: October Meeting

### **A.3.3: SI 37 – Graduate Survey**

Measured by the overall rating of student expectations and needs from internal survey data

#### Thresholds

Green: Average rating  $\geq 4$

Yellow: Average rating between 3 - 3.99

Red: Average rating  $< 3$

#### Purpose and Meaning

Measure Type: Indirect – Internal Survey

Assesses student perceptions of programs and services after they have completed their degrees, providing important feedback for the planning and improvement of those services accessed by students.

#### Data and Report

Lead Writer: Dean Student Services

Data Available: Early July after survey completion

Board Presentation: January Meeting

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**CE.1: Southwestern serves our communities by providing quality training and business development to address the changing community workforc**

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## Success Indicator

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### **CE.1.1: SI 14B - Structured Work Experience**

Measured by the ratio of employers per student calculated as a three-year average compared to the threshold.

#### Thresholds

Green:  $\geq 1:2$

Yellow: Between 1:2.1 and 1:4

Red:  $< 1:4$

#### Purpose and Meaning

Measure Type: Direct – Service Capacity

This relationship helps grow the employer base for internships, guarantees more internship sites and offers ever-increasingly innovative internships. This measures how well connected Southwestern is to the local employers and provides a resource for the local economy and employer base.

#### Data and Report

Lead Writer: Dean CTE

Data Available: Early July after survey completion

Board Presentation: April Meeting

### **CE.1.2: SI 32 – Training Participant Satisfaction**

Measured by the average rating on the question for overall satisfaction from the Workforce Training survey.

#### Thresholds

Green:  $\geq 4$

Yellow: Between 3 to 3.99

Red:  $< 3$

On a 5 point scale

#### Purpose and Meaning

Measure Type: Indirect – Internal Survey

Providing surveys to the participants of workforce training will determine the level of satisfaction of the participants, ensuring college offerings are meeting the needs of students and enabling the college to make improvements as well as plan for future needs when necessary.

#### Data and Report

Lead Writer: Dean Extended Learning

Data Available: Early July after survey completion

Board Presentation: April Meeting

### **CE.1.3: SI 33 – Service to Business**

Measured by the percentage of businesses served by the SBDC calculated as a three-year average compared to the national annual rate from internal reports/national data

#### Thresholds

Green: 2.5% or greater

Yellow: Between 1.5% and 2.49%

Red: Below 1.5%

#### Purpose and Meaning

Measure Type: Direct – Service Counts

Healthy businesses create economic stability in the region. That in turn leads to employment opportunities for Southwestern graduates either as employees or as employers, allowing them to stay in the community and prosper. National research done by the Association of Small Business Development Centers (ASBDC) has shown businesses who receive five or more hours of SBDC services are, on average, more likely to stay in business and grow.

#### Data and Report

Lead Writer: Director SBDC

Data Available: Early July after SBDC data release

Board Presentation: April Meeting

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## **CE.2: Southwestern provides our community members access to a wide range of quality, lifelong learning activities**

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## Success Indicator

### **CE.2.1: SI 34 – Staff Service to Community**

Measured by the percentage of staff engaging in or contributing to community service activities from the internal staff survey

#### Thresholds

Green: 65% or greater

Yellow: Between 45% and 64%

Red: Below 45%

#### Purpose and Meaning

Measure Type: Indirect – Internal Survey

Actively engaged staff in the community promotes the college's Mission of providing community engagement in a sustainable manner. Staff are involved in many avenues of service in the community such as Rotary, school boards, foundations, Zonta, and many other volunteer activities that enhance the educational and cultural experience of our community throughout the college district.

#### Data and Report

Lead Writer: Executive Director Human Resources

Data Available: Mid June after survey completion

Board Presentation: November Meeting

### **CE.2.2: SI 49 – Lifelong Learning Participant Satisfaction**

Measured by the average rating on the question for overall satisfaction from the Community Education Class survey.

#### Thresholds

Green:  $\geq 4$

Yellow: Between 3 to 3.99

Red:  $< 3$

#### Purpose and Meaning

Measure Type: Indirect – Internal Survey

Providing surveys to the participants of lifelong learning community education courses will determine the level of satisfaction of the participants, ensuring college offerings are meeting the needs of students and enabling the college to make improvements as well as plan for future needs when necessary.

#### Data and Report

Lead Writer: Dean Extended Learning

Data Available: Early July after survey completion

Board Presentation: January Meeting

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## CE.3: Our community members participate and contribute to the College

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### Success Indicator

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#### **CE.3.1: SI 42 – Foundation Annual Fundraising**

Measured by the three-year average amount of contributions, grants and scholarships raised from annual fundraising events as reported by the foundation from foundation-raised funds.

#### Thresholds

Green: \$200,000 or greater

Yellow: Between \$100,000 and \$199,999

Red: Less than \$100,000

#### Purpose and Meaning

Measure Type: Direct – Service Capacity The amount of increase in dollars raised will demonstrate how well the Foundation has been able to connect with the population that values the educational and cultural opportunities provided by the college in the region.

#### Data and Report

Lead Writer: Executive Director Foundation

Data Available: Early September after final year end data

Board Presentation: Joint Meeting

### **CE.3.2: SI 43 – Foundation Endowments**

Measured by the three-year average amount of endowment funds raised as reported by the foundation from foundation-raised funds.

#### Thresholds

Green: \$40,000 or greater

Yellow: Between \$20,000 and \$39,999

Red: Less than \$20,000

#### Purpose and Meaning

Measure Type: Direct – Service Capacity Gifts to endowments are normally a gift from an individual's portfolio, rather than their income, so the amount of endowment funds raised and the number of new endowments indicates a higher level of investment in the college's future. The endowment gift is therefore a higher level of engagement and provides a more permanent commitment to the future of the college, and therefore perpetuates the extension of more opportunities for the region's citizens.

#### Data and Report

Lead Writer: Executive Director Foundation

Data Available: Early September after final year end data

Board Presentation: Joint Meeting

### **CE.3.3: SI 45 – Alumni Participation**

Measured by the three-year average of unduplicated alumni who give to the college foundation combined with alumni who participate in foundation activities and events as reported by the Foundation.

#### Thresholds

Green: 100 or greater

Yellow: Between 40 and 99

Red: Less than 40

#### Purpose and Meaning

Measure Type: Direct – Participation Counts

The measure of the percent of increase in alumnus giving to the Foundation offers a cohort of community in which to measure growth.

#### Data and Report

Lead Writer: Executive Director Foundation

Data Available: Early September after final year end data

Board Presentation: Joint Meeting

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## **S.1: Southwestern provides responsible fiscal management**

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### **Success Indicator**

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#### **S.1.1: SI 15 – General Fund Ending Fund Balance**

Measured by the actual to the target amount as a percent associated with the threshold level achieved for the General Fund Ending Fund Balance as derived from final audited figures and Board of Education Reports

#### Thresholds

Green: 100% or greater

Yellow: Between 85% and 99%

Red: Less than 85%

#### Purpose and Meaning

Measure Type: Direct – Inter-generational equity

Supports responsible fiscal management of the general fund by a combination of achieving a positive cash flow throughout the year and meeting the target ending-fund-balance for the general fund. Meeting this measure indicates the control of daily operating expenditures and liabilities and in totality, the implementation of the planned general fund budget of revenue and expenditures were realizable.

#### Data and Report

Lead Writer: Executive Director Business Services

Data Available: Early October after final year end data

Board Presentation: March Meeting

### **S.1.2A: SI 16A -Fiscal Responsibilities – All Funds**

Measured by the threshold calculated as the ending fund balance to target ending fund balance for all funds from final audited figures

#### Thresholds

Green: 100% or greater

Yellow: Between 70% to 84%

Red: Less than 70%

#### Purpose and Meaning

Measure Type: Direct – Inter-generational equity - Focuses on the fiscal stability of all funds managed by the college with indicator by measuring the ending-fund-balance of all the funds. Achieving the target goals for each fund shows the diligent management of the entire budget for the College and that all the funds were well managed and the planned budget was well thought-out and realizable. Supports the Objective by identifying the college's assets and liabilities to determine the ratio trending to meet long-term sustainability and future liabilities. The data is from the annual financial audit report.

#### Data and Report

Lead Writer: Executive Director Business Services

Data Available: Early October after final year end data

Board Presentation: March Meeting

### **S.1.2B: SI 16B -Fiscal Responsibilities – All Funds**

Measured by the threshold for the current ratio of assets to liabilities from internal reports/final audited figures

#### Thresholds

Green: Greater than 2.49

Yellow: 1.00 to 2.49

Red: Less than 1.00

#### Purpose and Meaning

Measure Type: Direct – Liquidity Ratio - Focuses on the fiscal stability of all funds managed by the college through identifying the College's current assets and liabilities then determining the ratio that indicates the College's ability to meet current obligations and future liabilities. The data is obtained from the annual financial audit report.

#### Data and Report

Lead Writer: Executive Director Business Services

Data Available: Early October after final year end data

Board Presentation: March Meeting

### **S.1.3: SI 17 - Fiscal Enterprise Fund Responsibilities**

Measured by the Enterprise Fund Operating Margin derived from Enterprise Fund combined operating income over gross revenue

#### Thresholds

Green: \$500,00 or greater

Yellow: Between \$300,000 - \$499,999

Red: Less than \$300,000

#### Purpose and Meaning

Measure Type: Direct – Liquidity

Supports the responsible fiscal management by the endeavors in the Enterprise Fund to show self-support through a positive ending fund balance and a steady FTE contribution to the General Fund. State support is dependent on FTE and is received as revenue in the general fund.

#### Data and Report

Lead Writer: Executive Director Business Services

Data Available: Early October after final year end data

Board Presentation: March Meeting

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## **S.2: Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources**

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### **Success Indicator**

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### **S.2.1: SI 9 - Employee Satisfaction and Opinion**

Measured by the aggregate level of employee satisfaction and opinion ratings on the annual nationally normed survey Great Colleges to Work For

#### Thresholds

Green: 65% or greater

Yellow: Between 45% and 64%

Red: Less than 45%

#### Purpose and Meaning

Measure Type: Indirect – National Survey

Satisfied employees are productive contributors to the college environment. The national survey used to measure this indicator, Great Colleges to Work For, allows the college administration to gather data on employee satisfaction in multiple areas such as teaching environment, professional development, communication, and overall relations between staff and administration. This data is then used to support the continuous improvement efforts necessary for a strong infrastructure of employees. A strong employee base with high level of satisfaction in the institution and teaching environment leads to improved student engagement which in turn leads to improved student success and completion. This is essential to Mission fulfillment.

#### Data and Report

Lead Writer: Executive Director Human Resources

Data Available: Early August after survey completion and results released

Board Presentation: November Meeting

### **S.2.2: SI 19 - Infrastructure Equipment and Software Maintenance**

Measured by the percent of planned expenditures required to replace equipment and software according to the Integrated Technology Replacement Plan compared to the actual expenditures based on a three-year expenditure average from internal reports and general ledger expenditures

#### Thresholds

Green: 85% or greater

Yellow: Between 70% and 84%

Red: Less than 70%

#### Purpose and Meaning

Measure Type: Direct – Capacity

Assists the college administration to determine whether funds expended for equipment purchased are adequate to meet operational and student needs based on planning activities (specifically, the Integrated Technology Replacement plan).

#### Data and Report

Lead Writer: Executive Director ITS

Data Available: Early October after final year end data

Board Presentation: With ITS Presentation

### **S.2.3: SI 20 - Infrastructure Maintenance**

Measured by the threshold level achieved for the percent of identified maintenance and safety projects completed. Projects are identified in the Master Facility Plan and Annual Budget book.

#### Thresholds

Green: 85% or greater

Yellow: Between 70% and 84%

Red: Less than 70%

#### Purpose and Meaning

Measure Type: Direct – Capacity

Supports a sustainable facility infrastructure through completion of maintenance and safety projects as identified during the budgeting process.

#### Data and Report

Lead Writer: Executive Director Business Services

Data Available: Early October after final year end data

Board Presentation: With Facility Presentation

### **S.2.4: SI 58 – Institutional Capacity**

Measured by the average rating on the ICAT assessment; disaggregated by key area

#### Thresholds

Green:  $\geq 3.5$

Yellow: Between 2 and 3.5

Red:  $< 2$

#### Purpose and Meaning

Measure Type: Indirect – External Survey

The Institutional Capacity Assessment Tool (ICAT) helps colleges assess capacity and identify strengths and areas for improvement in light of best practices in seven key areas:

1) Leadership and Vision; 2) Data and Technology; 3) Equity; 4) Teaching and

Learning; 5) Engagement and Communication; 6) Strategy and Planning; and 7) Policies and Practices. The tool provides a structure for stakeholders from all areas of a college to collectively examine critical elements necessary to support student success.

#### Data and Report

Success Committee

Data Available: June after survey completion

Board Presentation: Board Retreat

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

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### **Success Indicator**

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#### **S.3.1: SI 7 - Program Relevance**

Measured by the percentage of CTE and articulated programs that meet high demand labor trends for the service area derived from Oregon 10 year job opening labor trends from OLMIS

#### Thresholds

Green: 90% of service area high demand labor

Yellow: Between 75% and 90% of service area high demand labor

Red: Below 75% of service area high demand labor

#### Purpose and Meaning

Measure Type: Direct – Program Counts

Monitor future job projections and high demand occupations to ensure appropriate learning opportunities are available for students and the community to provide the training and education so students will have the required skills needed to meet industry expectations.

Accelerated postsecondary degree and credentials programs are an immediate and impactful way to connect high-demand, high-wage jobs with the required postsecondary education

#### Data and Report

Lead Writer: VP Instruction

Data Available: Early January after state publication of data

Board Presentation: April Meeting

#### **S.3.2: SI 59 – Instructional Effectiveness and Quality**

Measured by the scaled item category for Instructional Effectiveness rating on the Student Satisfaction Inventory (SSI) compared to the community college western region; disaggregated by question

#### Thresholds

Green:  $\geq .15$  SD Difference

Yellow: Between 0 and  $.15$  SD Difference

Red:  $< 0$  SD Difference

#### Purpose and Meaning

Measure Type: Indirect – National Survey

Examines student perceptions of an aggregate of instructional activities and learning opportunities accessed by students, including online support, allowing the institution to plan for and provide improvements where indicated.

#### Data and Report

Lead Writer: VP Instruction  
Data Available: Early July after survey results received  
Board Presentation: April Meeting

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## Voluntary Framework of Accountability Two-Year Progress and Attainment Comparison

### Attainment Highlights

Southwestern Fall 2014 students achieved

- 1) More than double the two-year completion rate of Southwestern Fall 2010 students (all VFA cohorts)
- 2) More than double the overall two-year completion rate of other Oregon community colleges.
- 3) More than double the overall two-year first time in college completion rate of all other VFA reporting colleges.
- 4) Higher two-year completion rates compared to the overall rate for all other VFA reporting colleges (all VFA cohorts).

### Fall 2014 Comparison Data

#### Oregon Community Colleges

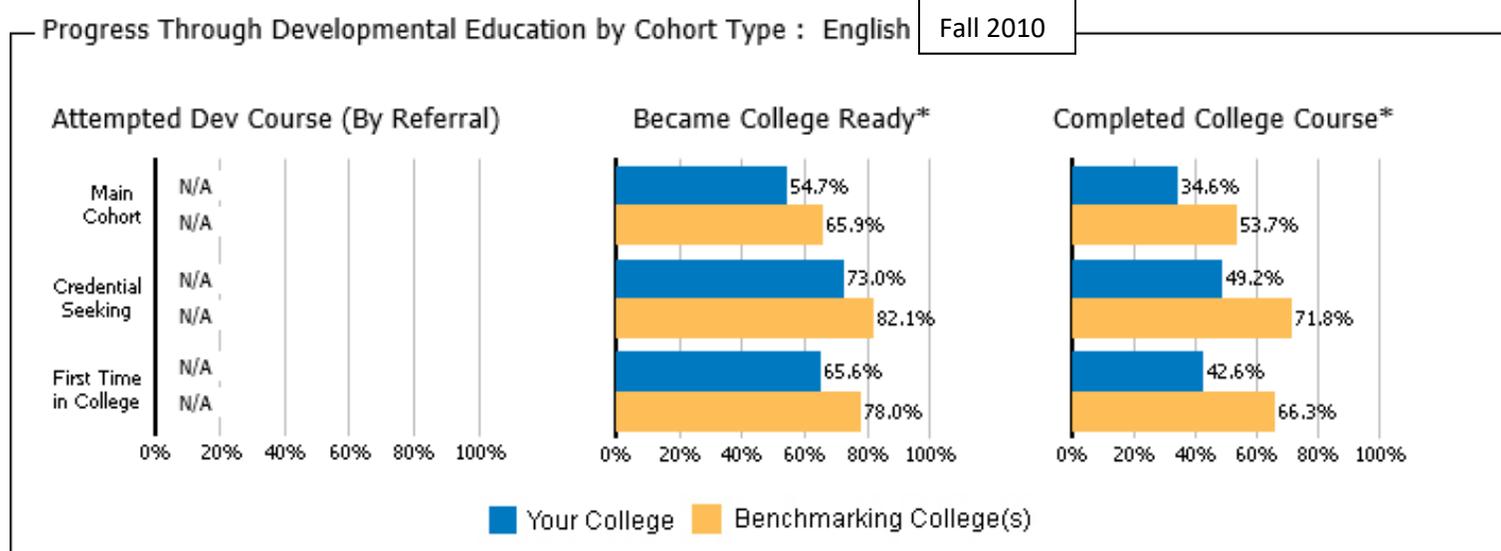
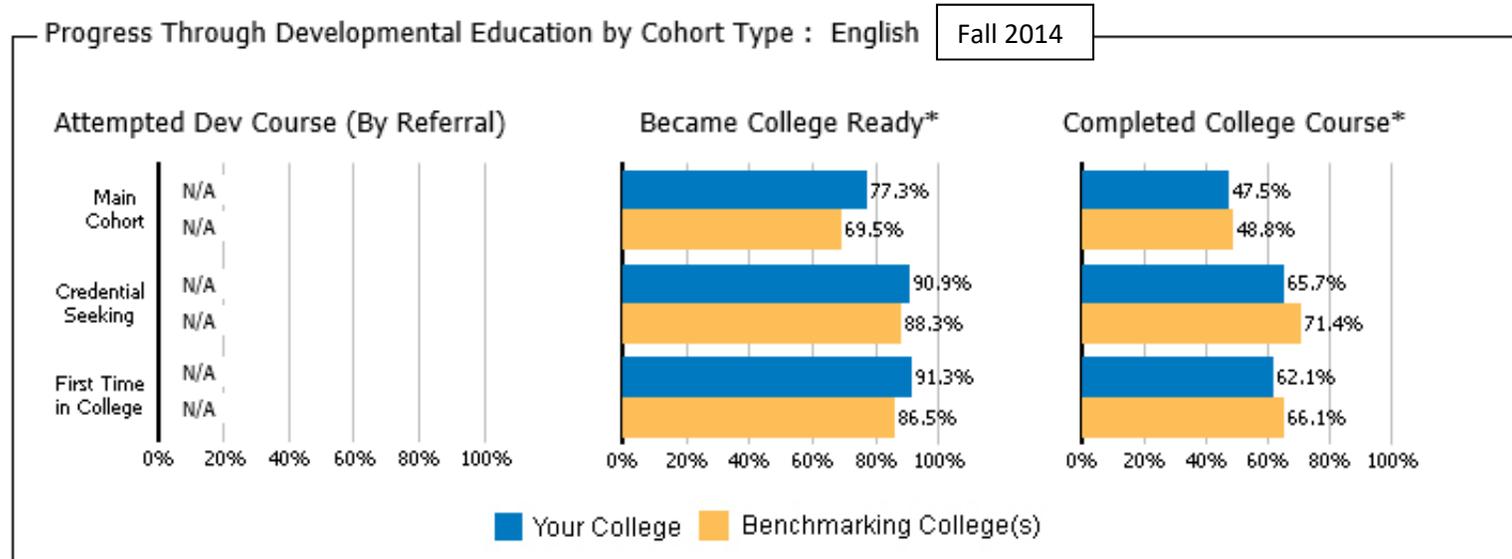
#### Similar VFA Community Colleges (111)

#### All VFA Community Colleges (198)

Completed			Completed			Completed		
Main Cohort	22.5%	10.3%	Main Cohort	22.5%	13.3%	Main Cohort	22.5%	15.7%
Credential Seeking	36.9%	16.9%	Credential Seeking	36.9%	20.1%	Credential Seeking	36.9%	23.1%
First Time in College	34.8%	13.8%	First Time in College	34.8%	12.4%	First Time in College	34.8%	15.2%
Your College (LEFT)			Benchmarking College (RIGHT)					

Similar Colleges (excludes locale of "city" and enrollments > 10,000 students as well as race/ethnicity within 2 categories of SWOCC %)

### Developmental Writing (English) 2 Year Progress Highlights: Compares Fall 2014 to Fall 2010 to Oregon Colleges





# SOUTHWESTERN

AN OREGON COMMUNITY COLLEGE

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