Southwestern Oregon Community College
Mid-Cycle Review

Prepared for the Northwest Commission on Colleges and Universities

April 2023

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Institutional Overview

Southwestern Oregon Community College is a comprehensive community college that serves as a center of learning, information, and culture for Coos, Curry, and Western Douglas counties. Formed in May 1961, the original Southwestern Oregon Community College (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, with a Curry County site in Brookings. All high schools in the district provide instructional space. The Coos campus facilities include 20 buildings that house classrooms as well as provide space for administrative staff and faculty offices. The Coos campus also has apartment-style student housing. The Curry site in Brookings opened in 2012.

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 Enrollment and Student Services, the Executive Director of Integrated Technology Services/CIO, the Chief Human Resources Officer, the Dean of Resource Development and Foundation, and the Director of Institutional Effectiveness. This leadership is responsible for creating and sharing a common vision, establishing goals to attain that vision, supporting the strategic priorities of the College, and for ensuring a high degree of collaboration between all areas of the College.

Institutional Context

Southwestern is one of 17 comprehensive and publicly funded community colleges in Oregon. 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 for a twenty-first century regional and global workforce. Over the past 61 years, the College has evolved many diverse programs of study to include two-year associate degrees, certificates, short-term occupational certificates, adult education, adult enrichment classes, and summer camps for all ages. In 2019-20, SWOCC served 5,984 students (2,149 FTE), including full-time, part-time, and non-credit. This figure dipped to 3,547 (1,663 FTE) in 2020-21, though it rebounded to 4,025 (1,733) by 2021-22. As of fall 2022, SWOCC instructional staff includes 51 full-time faculty and over 63 part-time faculty (including community education and coaches).

As with all community colleges in Oregon, Southwestern was significantly impacted during the COVID

pandemic. Southwestern went remote for all classes except in healthcare in spring of 2020. The college worked through a re-opening plan and fully resumed normal operations in fall of 2022. Southwestern's business and enrollment model relies on an influx of students outside the region who participate in athletics or in Oregon Coast Culinary Institute and stay in on-campus housing. The pandemic put a significant strain on this model; however, the college has seen a rebound with housing numbers in fall of 2022 back to pre-Covid numbers. Overall enrollment is slowly increasing, with a 1% increase in headcount from 2020 to 2021.

The pandemic forced faculty to convert courses to an online or hybrid format (nursing moved to a zoom format for lectures during the pandemic, while maintaining in-person clinicals and labs). One of the challenges faced was the college's reliance on a learning management system that was not user-friendly (Jenzabar's e-learning platform). Through a collaborative effort with five other rural colleges, Southwestern was able to secure a state grant to upgrade the learning management system at three of the six colleges to Canvas, as well as purchase licensing for Acadeum, a course share backbone. The intent is to develop processes for sharing low-enrolled courses across the rural consortium. Canvas LMS conversion at Southwestern occurred in 2022. The next stage of implementation is to develop rubrics and automate some degree of faculty assessment utilizing the LMS platform.

Mission Fulfillment

The institution provides an executive summary of no more than three pages, which describes the institution's framework for its ongoing accreditation efforts. This might include evidence of institutional effectiveness, Core Themes, or other appropriate mechanisms for measuring fulfillment of its mission.

Southwestern Oregon Community College "fulfills the educational and cultural needs of our diverse communities by providing equitable access to exceptional teaching and learning in a collaborative, engaging, sustainable environment, which supports innovation, lifelong enrichment, and contribution to a global society." (Mission Statement, 2020). The College went through a comprehensive strategic planning process, including a review and update of the college mission in summer and fall of 2020, which led to the Strategic Plan 2021 – 2027 (Appendix A). During that time, the College opted to move away from core themes and adopt four guiding principles: Intentional Excellence, Lifelong Learning, Student Centeredness, and Collaborative Innovation. In the process of working through strategic planning, College leadership realized that the guiding principles, while indicative of the College community's values, did not provide an adequate framework for establishing mission fulfillment. Therefore, the College has also adopted five clearly defined Strategic Priorities with associated measurable objectives. (Table 1).

Table 1

Strategic Priority	Definition Objectives
Student Success	**Promote student success with an engaging and supportive learning environment.**
	1a. Provide student-centered learning and co-curricular opportunities to develop job skills, earn credentials, and broaden personal enrichment.
	1b. Continually explore, analyze, and refresh curriculum and programs.

Enrollment	**Stabilize enrollment by increasing awareness of and expanding access to College services and programs that help students achieve educational goals to enrich their lives.**
	2a. Advance recruitment, marketing, and enrollment strategies and improve processes.
	2b. Expand holistic advising support throughout the course of a student's college career.
Equity	**Advance equity with consistent implementation, continuous evaluation, and intentional improvement in systems and policies.**
	3a. Develop a college-wide equity framework.
	3b. Engage staff and students in training on equitable practices.
Capital	**Enhance capital through thoughtful stewardship of human, fiscal, technological, and structural resources.**
	4a. Improve fiscal processes and maintain capital reserves through college planning processes.
	4b. Implement, evaluate, and improve systems, training, and policies.
Technology	**Evolve use of technology to ensure integrity and reliability of services, processes, and facilities.**
	5a. Enhance the College's cybersecurity readiness and systems.
	5b. Adopt and continually refine best practices and training

The College has gone through several iterations of strategic indicators, including those listed in Table 2. The below table is indicative of an earlier stage of the strategic planning process, and while the college will continue to refine these, at this stage, the baselines and benchmarks have not been established. There is also ongoing discussion regarding which committees should review which indicators, as well as how indicators will feed into monitoring and supporting planning efforts.

A key example of the thought process around these metrics is in reference to 1a. The College monitors gateway course completion; however, no single group or committee has been responsible for this monitoring, nor has there been a clear process in place for what to do if the benchmark is not met. In the past year, College Council has been tasked with taking a more active role in the strategic plan and associated planning processes with support provided from the data team. For this particular metric (1a), the data team met, reviewed preliminary data and made additional requests of the Institutional Effectiveness office to refine inputs. The college will be focusing on transfer level writing and math courses, looking at pass rates, but also at whether students take transfer level writing and math courses during their first year. Based on the results of this data review, the data team will take a recommendation to the Student Success Committee to determine if an intervention is needed (e.g., requiring writing and math in the first term), and then that proposed intervention will go to College Council for final approval.

The College anticipates similar work with each below indicator, as well as refining which groups or committees will review the data on, at minimum, an annual basis.

Table 2

Student Success: Promote student success with an engaging and supportive learning environment.		
Indicator	**2021-22**	**Benchmark**

	Baseline	
1a. Completion, transfer, or retention rates		
1a. Percent of first-time students who accumulate 30+ credits in 3 terms (fall 2021-22 full-time enrollments for measurement spring 2021-22)		
1a. Average time to completion for 2-year credentials		
1a. Rate of credits completed/attempted in first 3 terms (fall 2021 full-time enrollments)		
1a. Percent of students who complete gateway courses within first year		
1b. Academic program reviews completed with action plan and budget	rubric	
1b. Courses requiring experiential learning, student research, study abroad	rubric	

Enrollment: Stabilize enrollment by increasing awareness of and expanding access to College services and programs that help students achieve educational goals to enrich their lives.

Indicator	2021-22 Baseline	Benchmark
2a. Overall enrollment growth rate		
2a. First-term persistence and fall-to-fall retention (fall 2020-21 FT enrollments)		
2b. Student satisfaction (RNL survey?)		
2b. 3-year average institutional grant support or unmet need if available		

Capital: Enhance capital through thoughtful stewardship of human, fiscal, technological, and structural resources.

Indicator	2021-22 Baseline	Benchmark
4a. Employee satisfaction (defined from Modern Think survey)		
4a. Employee evaluations	rubric	
4a. Ratio of actual to target EOY fund balances	rubric	
4b. Policies and procedures reviewed, revised, and implemented for equity	rubric	
4b. Professional development	rubric	

Technology: Evolve use of technology to ensure integrity and reliability of services, processes, and facilities.

Indicator	2021-22 Baseline	Benchmark
5a. Improvement of cybersecurity and threat assessment mechanisms	rubric	
5a. Systems integration, collaboration, and disaster recovery improvement	rubric	
5b. Data governance infrastructure and resources	rubric	
5b. Staff and faculty training and professional development in technology	rubric	

The five strategic priorities will be measured through the use of several high-level data points. While all five priorities are critical to the success of the institution, Southwestern's Executive Leadership Team has chosen to focus the definition of mission fulfillment on two core priorities: Student Success and Enrollment with the understanding that equity, while currently one of the five strategic priorities, will also be infused within both student success and enrollment via disaggregated data points described in the next section. In addition, the leadership team has determined that College Council, a cross-campus team of stakeholders that advises the President and Executive Leadership Team, will be the group to steward monitoring of the data with the goal to utilize it for strategic decision making and resource allocation.

The College Council established Enrollment and Student Success goals based on prior performance. Routine monitoring will enable Council members to discuss and interpret with their committees and workgroups their role in student successes, and problem solve together when performance does not meet expectations.

Student Achievement

The institution provides a brief overview of the student achievement measures it uses as part of its ongoing self-reflection, along with comparative data and information from at least five institutions it uses in benchmarking its student achievement efforts. In providing the overview, the institution may consider including published indicators including (but not limited to) persistence, completion, retention, and post-graduation success student achievement measures. Additionally, the report must include the widely published indicators disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, Pell status, and any other institutionally meaningful categories that may help promote student achievement and close equity gaps, i.e., barriers to academic excellence and success amongst students from underserved communities.

Overview

Southwestern measures student achievement through enrollment data, graduation/transfer, one-year retention, and term-to-term persistence. These are data sets the college has used historically to establish mission fulfillment, as well as is data that has been utilized in student success work including participation in Achieving the Dream and several guided pathways initiatives. The College saw a significant downturn in all three achievement areas during the COVID-19 pandemic and is working on reversing this trend through more consistent review and evaluation of the data with subsequent adjustments to practice as needed.

Student Achievement Measures

Enrollment, Measured by New Enrollment of Degree-Seeking Students
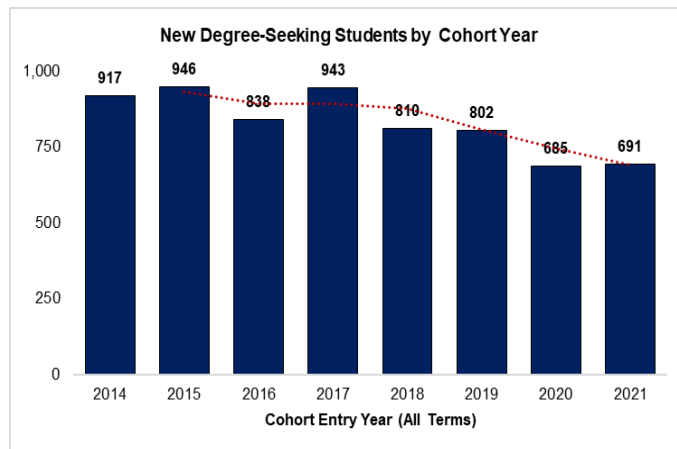
New Degree-Seeking Student Enrolled by Cohort Year (All Cohorts, All Terms)			
Cohort Year	New Enrollments	% Change from Prior	% Change from Yr1
2014	917	0%	0
2015	946	3%	3%
2016	838	-11%	-9%
2017	943	13%	3%
2018	810	-14%	-12%
2019	802	-1%	-13%
2020	685	-15%	-25%
2021	691	1%	-25%

Enrollment of new degree-seeking students began declining steadily prior to the disruption of the COVID-19 pandemic. Increasing enrollments to the average enrollment of the five most recent years (2017 through 2021, mean = 786) by the 2025-26 academic year would restore the student base to 2018 levels by 2026. Demographic shifts may require College leaders to re-evaluate enrollment goals by academic year 2026.
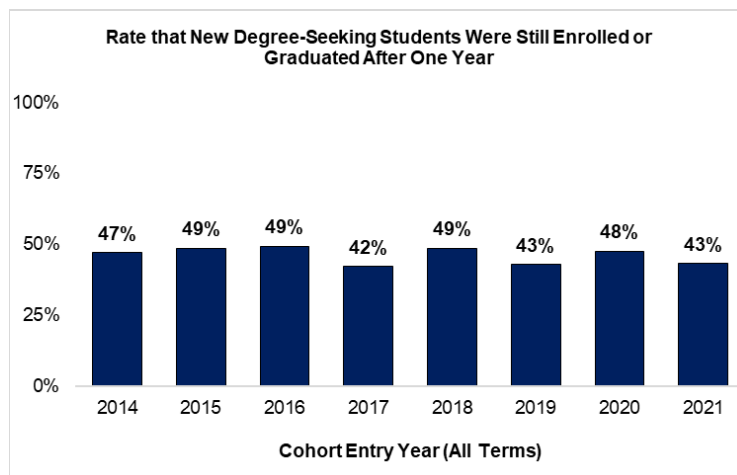
Enrollment, Measured by One-Term Persistence
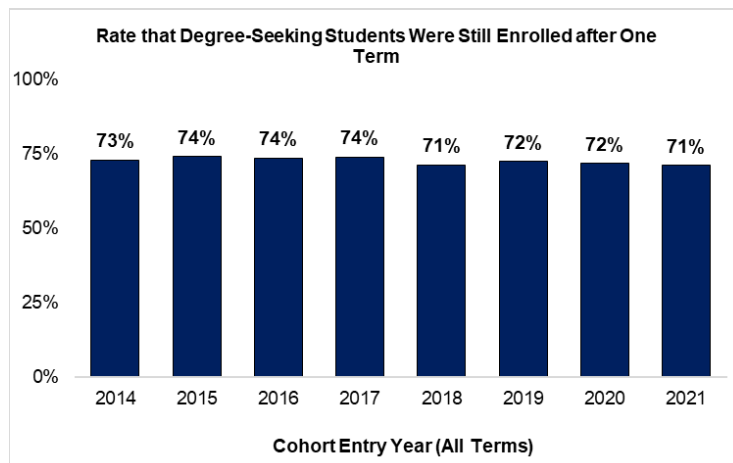
Rate that New Degree-Seeking Students Persisted At Least One Term (All Entry Cohorts)			
Cohort Year	Total N	Percent	Count
2014	917	73%	669
2015	946	74%	700
2016	838	74%	616
2017	943	74%	697
2018	810	71%	577
2019	802	72%	581
2020	685	72%	492
2021	691	71%	491

The rate that degree-seeking students continued from one-term to a second term generally held steady from 2014 among those who enrolled prior to the pandemic, though slipped in 2018-19. By the 2021 cohort year nearly a third of learners new to degree-seeking programs did not progress to a second term (29 percent). To increase graduation rates three percent above the average of the five cohort years for which graduation outcomes can be measured most recently (2014 through 2018), first-term persistence must be increased an additional three percent above its average for the same time period (2014-15 through 2018-19 = 75 percent). To reach that goal, the rate of attrition between students' first and second terms needs to be reduced by at least one percent each year.

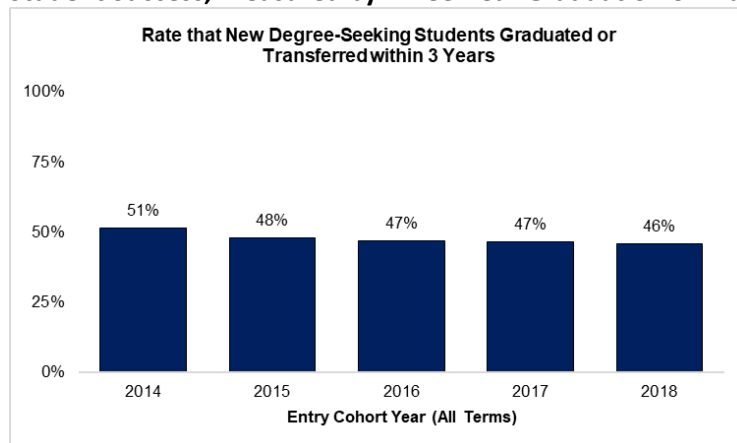**Student Success, Measured by One-Year Retention or Graduation**

Rate that New Degree-Seeking Students Were Still Enrolled or Graduated After One Year

Cohort Entry Year (All Terms)	2014	2015	2016	2017	2018	2019	2020	2021
Percent	47%	49%	49%	42%	49%	43%	48%	43%

Rate that New Degree-Seeking Students Retained or Graduated after One Year (All Entry Cohorts)			
Cohort Year	Total N	Percent	Count
2014	917	47%	431
2015	946	49%	459
2016	838	49%	413
2017	943	42%	398
2018	810	49%	394
2019	802	43%	344
2020	685	48%	326
2021	691	43%	298

First-year retention has fluctuated more than first-term persistence, though still hovers at less than half of all new degree-seeking students for the five most recent cohorts (2017 through 2021, mean = 45 percent). Matching the goal to increase graduation rates three percent above the average rate for the five most recent cohort years for which outcomes are possible to measure, will require increasing one-year retention rates by a comparable rate to 48 percent before the end of this planning cycle. This goal can be achieved by improving first-year outcomes by at least one percent each year.

Student Success, Measured by Three-Year Graduation or Transfer Rate

Rate that New Degree-Seeking Students Graduated or Transferred within 3 Years

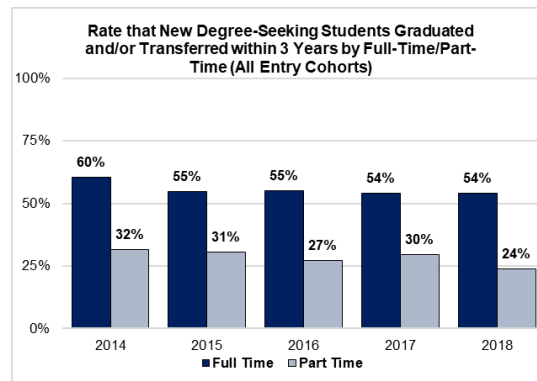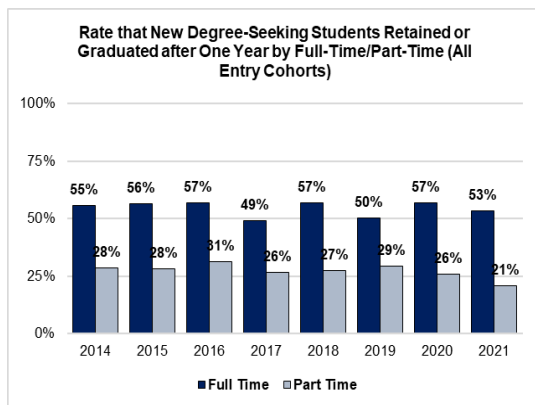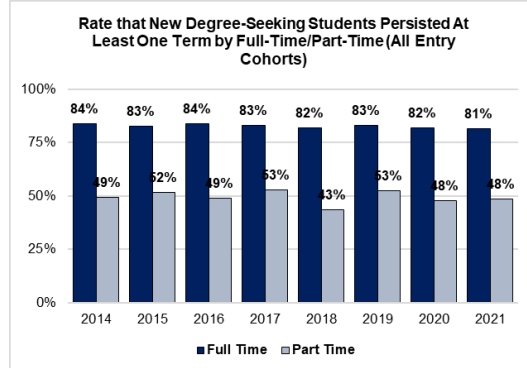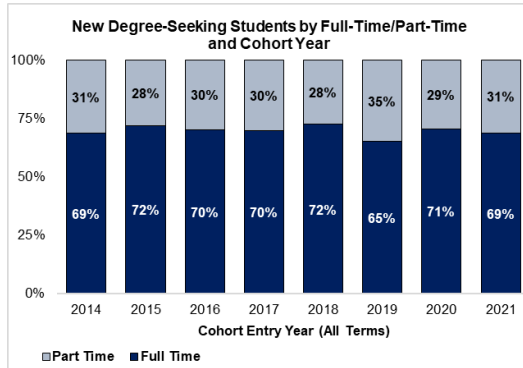| Entry Cohort Year (All Terms)	2014	2015	2016	2017	2018
Percent	51%	48%	47%	47%	46%

Rate that New Degree-Seeking Students Graduated and/or Transferred within 3 Years (All Entry Cohorts)			
Cohort Year	Total N	Percent	Count
2014	917	51%	471
2015	946	48%	454
2016	838	47%	393
2017	943	47%	440
2018	810	46%	371

For degree-seeking students who intend to earn an associate's or bachelor's degree, the primary outcome of interest is graduation or transfer to another college in a timely fashion. Three years is the standard by which to evaluate time to completion at two-year colleges, and thus is the end-point used to evaluate this Student Success priority. Prior to the onset of COVID-19, the rate that new degree-seeking students graduated or transferred to another college declined by five full percentage points, from 51 percent to 46 percent. Restoring the rate of graduation or transfer to the five-year pre-COVID average (2014 through 2018, mean = 48 percent) would improve this indicator on par for students who enrolled in 2015. Increasing an additional three percent will require continued improvement through the 2027 entry cohorts.

Disaggregated Data Tables

Full-Time/Part-Time Status

New Degree-Seeking Students by Full-Time/Part-Time and Cohort Year

Rate that New Degree-Seeking Students Persisted At Least One Term by Full-Time/Part-Time (All Entry Cohorts)

Rate that New Degree-Seeking Students Retained or Graduated after One Year by Full-Time/Part-Time (All Entry Cohorts)

Rate that New Degree-Seeking Students Graduated and/or Transferred within 3 Years by Full-Time/Part-Time (All Entry Cohorts)

Age

New Degree-Seeking Students by Age and Cohort Year

Rate that New Degree-Seeking Students Persisted At Least One Term by Age (All Entry Cohorts)

Rate that New Degree-Seeking Students Retained or Graduated within One Year by Age (All Entry Cohorts)

Legend: ■ 19 and Under ■ 20 to 24 □ 25 and Over

Rate that New Degree-Seeking Students Graduated and/or Transferred within Three Years by Age (All Entry Cohorts)

Legend: ■ 19 and Under ■ 20 to 24 □ 25 and Over

Gender

New Degree-Seeking Students by Gender and Cohort Year

Cohort Entry Year (All Terms)

Legend: □ Male ■ Female

Rate that New Degree-Seeking Students Persisted At Least One Term by Gender (All Entry Cohorts)

Legend: ■ Female ■ Male

Rate that New Degree-Seeking Students Retained or Graduated within One Year by Gender (All Entry Cohorts)

Legend: ■ Female ■ Male

Rate that New Degree-Seeking Students Graduated and/or Transferred within Three Years by Gender (All Entry Cohorts)

Legend: ■ Female ■ Male

Race or Ethnicity

New Degree-Seeking Students by Race/Ethnicity and Cohort Year

Cohort Entry Year (All Terms)	2014	2015	2016	2017	2018	2019	2020	2021
Hispanic of Any Race	12%	10%	11%	14%	13%	11%	16%	15%
Student of Color, Non-Hispanic	8%	8%	7%	7%	7%	8%	6%	9%
Two or more races, Non-Hispanic	5%	5%	6%	8%	8%	7%	7%	8%
White, Non-Hispanic	66%	68%	71%	67%	67%	68%	67%	61%
Unkknown	9%	8%	4%	5%	6%	5%	4%	7%

Legend: □ Hispanic of Any Race ■ Student of Color, Non-Hispanic ▨ Two or more races, Non-Hispanic ■ White, Non-Hispanic □ Unkknown

Rate that New Degree-Seeking Students Persisted At Least One Term by Race or Ethnicity (All Entry Cohorts)

	2014	2015	2016	2017	2018	2019	2020	2021
Hispanic, Any Race	72%	68%	75%	82%	73%	78%	70%	73%
Student of Color	77%	76%	76%	75%	72%	82%	68%	63%
Two or More	76%	84%	79%	75%	72%	72%	73%	71%
White	75%	76%	74%	72%	71%	72%	72%	87%
Unknown	55%	57%	57%	61%	58%	57%	83%	

Legend: ■ Hispanic, Any Race ■ Student of Color ▨ Two or More ▨ White □ Unknown

Rate that New Degree-Seeking Students Retained or Graduated within One Year by Race or Ethnicity (All Entry Cohorts)

	2014	2015	2016	2017	2018	2019	2020	2021
Hispanic, Any Race	47%	48%	53%	43%	51%	49%	56%	48%
Student of Color	45%	60%	51%	42%	45%	47%	62%	42%
Two or More	47%	50%	49%	37%	49%	2...31%	45%	38%
White	49%	50%	50%	43%	52%	44%	47%	59%
Unknown	33%	32%	29%	37%	39%	44%		3...

Legend: ■ Hispanic, Any Race ■ Student of Color ▨ Two or More ▨ White □ Unknown

Rate that New Degree-Seeking Students Graduated and/or Transferred within Three Years by Race or Ethnicity (All Entry Cohorts)

	2014	2015	2016	2017	2018
Hispanic, Any Race	62%	51%	52%	52%	54%
Student of Color	55%	42%	52%	47%	46%
Two or More	51%	44%	45%	48%	48%
White	45%	50%	46%	48%	45%
Unknown	42%	36%	37%	45%	44%

Legend: ■ Hispanic, Any Race ■ Student of Color ▨ Two or More ▨ White □ Unknown

Eligibility for Pell Grant

New Degree-Seeking Students by Pell Eligibility and Cohort Year

Cohort Entry Year (All Terms)	2014	2015	2016	2017	2018	2019	2020	2021
Not Eligible for Pell	54%	60%	59%	56%	58%	54%	62%	64%
Pell Eligible	46%	40%	41%	44%	42%	46%	38%	36%

Legend: □ Not Eligible for Pell ■ Pell Eligible

Rate that New Degree-Seeking Students Persisted At Least One Term by Pell Eligibility (All Entry Cohorts)

	2014	2015	2016	2017	2018	2019	2020	2021
Pell Eligible	82%	80%	80%	82%	79%	80%	80%	80%
Not Eligible	65%	70%	69%	68%	65%	66%	67%	66%

Legend: ■ Pell Eligible ▨ Not Eligible

Rate that New Degree-Seeking Students Retained or Graduated within One Year by Pell Eligibility (All Entry Cohorts)

Year	Pell Eligible	Not Eligible
2014	54%	41%
2015	52%	47%
2016	54%	46%
2017	45%	40%
2018	53%	45%
2019	43%	43%
2020	48%	47%
2021	43%	43%

Rate that New Degree-Seeking Students Graduated and/or Transferred within Three Years by Pell Eligibility (All Entry Cohorts)

Year	Pell Eligible	Not Eligible
2014	56%	47%
2015	49%	48%
2016	48%	46%
2017	44%	48%
2018	43%	48%

Comparative and Benchmark Data

Peer institutions were selected based on the following factors: similar enrollments/headcount, regional similarities, and availability of the data. The three regional peers in Oregon are Blue Mountain Community College, located in Pendleton; Klamath Community College, located in Klamath Falls; and Treasure Valley Community College, located in Ontario. Each college is similar in terms of geographic location: each college is in a remote part of the state with communities that have been impacted by significant economic disruptions. Each institution also serves communities that reacted similarly to the COVID-19 pandemic, with each returning more quickly to in-person instruction than other institutions in Oregon.

National peers were selected based on enrollment/headcount and regional similarity. As such, Southwestern has selected the College of the Siskiyou's and Grays Harbor for comparison. The charts below detail comparative data for the high-level student success indicators Southwestern is using for mission fulfillment. Fully disaggregated charts can be found in Appendix B for enrollment and graduation rate. IPEDS does not track disaggregated data for retention.

IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
Total Enrollment							
2021	1,490	1,224	1,245	1,417	1,329	1,469	1,337
2020	1,541	1,292	1,492	1,470	1,276	1,553	1,417
2019	2,053	1,559	1,715	1,721	1,761	1,853	1,722
2018	2,157	1,681	1,514	1,866	1,677	1,868	1,721
2017	2,099	1,417	1,683	1,793	2,111	1,971	1,795

Graduation Rate Total Cohort							
IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	32%	20%	35%	25%	25%	40%	29%
2020	33%	23%	28%	35%	29%	33%	30%
2019	37%	20%	30%	29%	20%	27%	25%
2018	37%	26%	26%	28%	24%	33%	27%
2017	41%	38%	21%	28%	30%	37%	31%

Full-time Retention Rate							
IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	52%	46%	52%	49%	55%		51%
2020	51%	42%	52%	45%	55%		49%
2019	54%	50%	51%	52%	55%		52%
2018	49%	78%	49%	41%	52%		54%
2017	54%	27%	47%	49%	44%		44%

Part-time Retention Rate							
IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	27%	28%	30%	29%	32%		29%
2020	32%	27%	29%	26%	12%		25%
2019	27%	26%	25%	33%	15%		25%
2018	22%	56%	25%	27%	17%		29%
2017	30%	22%	22%	31%	13%		24%

*note – Grays Harbor data not available in IPEDS for retention rate.

Data Analysis

Southwestern is in very early stages of actively utilizing the mission fulfillment data for planning. However, it is very clear that, while we have traditionally had high success rates for graduation and retention as compared to our peers, the Covid pandemic has had an impact and the institution has seen some areas of performance decrease. Based on conversations at College Council, the college is committing to focusing on term-to-term persistence and will be developing strategies to increase this metric over the next year. Furthermore, focusing mission fulfillment on key high-level student success metrics will assist us staying focused. Reviewing disaggregated data regularly will also assist in meeting our strategic priority of equity.

Programmatic Assessment

The institution must provide a programmatic assessment of at least two programs as evidence of a continuous process of improvement. The programs should be broadly representative of institutional efforts (and as a result programs that are approved by a CHEA-recognized programmatic accreditor are discouraged for this report).

In 2021, Southwestern identified a new program review template that focuses on a limited disaggregated data set, which ties directly to the mission. The College also is working toward a more collaborative approach to program review, including greater engagement of student services to identify the role of wraparound services and student success, as well as engaging part-time program faculty into the process. Finally, program reviews are intended to provide program faculty with a framework for connecting course level learning outcomes to program level learning outcomes through curriculum mapping and as a place to document systematic use of assessment results.

In 2022, four programs completed a program review using the new template: Welding, Digital Design, Elementary Education, and Criminal Justice. Welding (Appendix C) and Elementary Education (Appendix D) reviews are provided in full, with a brief reflection on each included below. The programs were selected as they are examples of program reviews for both a terminal CTE degree pathway (welding) and a transfer pathway (elementary education).

Welding

The Welding and Fabrication program provides hands-on training for entry-level employment, as well as offers technical knowledge and skills for career advancement. In addition to offering a two-year Associates of Applied Science Degree, the program also offers a one-year certificate of completion, and three shorter career pathway certificates of completion.

Program student learning outcomes are as follows:
- Set up and operate manual and semi-automatic welding and cutting equipment used in the metal fabrication industry.
- Read and interpret blueprints and American Welding Society standard welding symbols.
- Perform basic layout and fabrication skills to produce welded metal parts and projects.
- Demonstrate ability to fit, layout, and weld pipe in accordance to industry AWS and API standards.
- Perform as a team member and practice skills that reflect professional and ethical behavior in the workplace.

The program has faced challenges in the past four years: in fall of 2018, the lead welding faculty member retired, and due to budget constraints, the position was not immediately replaced. During the COVID-19 pandemic, class sizes had to be reduced to maintain social distancing. In addition, much of the welding shop infrastructure is at end-of-life.

In 2021, the College was able to secure a consortium-based Department of Labor grant, which has allowed the hiring of a second welding faculty member. In 2022, the Board of Education approved a new welding program fee that will help offset the significant increase in materials costs. Discussions have started with the College's new facility director to determine a path forward for addressing program equipment replacement and facilities infrastructure issues. In addition, in 2022-2023, welding was one of two college programs to receive a marketing boost, which has included flyers, social media promotion, and a dedicated webpage on the college website.

Assessment
Program learning outcome assessment has resulted in changes for how students are evaluated with more focus on individual demonstration of skills to ensure mastery. In addition, more group work has been added to ensure students are work-ready. As is discussed in the program review narrative, "The

primary population of students who have been best served by the welding program are white males, largely in the 18-24 age range." The program has seen a slow increase in females and minorities in the past four years; however, this is a national challenge. According to the American Welding Society (AWS) "only 5% of the nation's welders are female and only 30% are non-white or multiple races."

Analysis

The welding program has seen a decrease in enrollment from 2018-2019 through 2021-2022. However, much of this can be described as an impact of the pandemic, though such impact coincided with the loss of the second faculty member, which resulted in the reduction of the program from two cohorts to one. With the addition of a second faculty member, some key curricular changes, as well as a renewed focus on working on resolving deferred maintenance issues, the college is hopeful to be able to revitalize the program in future years.

Elementary Education

In 2017, Oregon passed House Bill 2998, which required colleges to work on statewide articulation agreements for a number of disciplines, including elementary education. Southwestern had previously maintained an Associate of Science in Elementary Education degree that articulated to Southern Oregon University. In 2021, Southwestern signed the articulation MOU for the Associate of Arts Oregon Transfer in Elementary Education (AAOT-Elementary Ed) and suspended the AS in Elementary Education. As of 2022-2023, the AAOT-Elementary Ed is the sole degree. It articulates directly to all seven of Oregon's public universities.

Assessment

The College opted to include the AAOT-Elementary Ed in its first pass at a new program review process, as an example of program review for an articulated transfer degree. The process has been enlightening, and with this particular program pathway, it illuminated a problem with how the college is interpreting the AAOT path outcomes. What is currently listed as outcomes in the catalog focuses on the traditional general education outcomes attached to the general AAOT degree. As such, there are no education specific outcomes attached to the degree, which meant that the faculty member could not clearly map course level outcomes to program level outcomes. As a result of the program review, the faculty member is developing program level outcomes for the degree for the 2023-2024 catalog and will build a curriculum map from there.

The faculty member for the program reviewed high-level enrollment data, which shows a steady matriculation into the former articulated program (AS in Elementary Ed) to the new articulated program (AAOT in Elementary Ed). The majority of the students in the pathway are female.

Analysis

The AAOT-Elementary Ed program review highlighted some of the many challenges that occur in Oregon regarding seamless transfer. As noted in the reflection of the review, while those students who complete the AAOT-EL ED can transfer to any Oregon university with junior standing, this does not guarantee admission into the education program at any Oregon university. Some institutions have specific requirements for admission, including and not limited to a higher minimum GPA requirement or additional coursework.

In addition, the program has not been in existence long enough to make substantial conclusions about its efficacy. The college needs more time to explore whether the current focus on articulation to

Southern Oregon University meets all students' needs, as well as how to better support pathways from high school into the elementary education program. Finally, it was noted in the program review that the existing advisory committee is focused on the early childhood education program, not elementary education and as such, there has not been significant community and stakeholder input.

Moving Forward

The institution must provide its reflections on any additional efforts or initiatives it plans on undertaking as it prepares for the Year Seven Evaluation of Institutional Effectiveness Report.
Southwestern has identified six key areas to continue to work on in preparation for the Year Seven Evaluation of Institutional Effectiveness Report.

- Further establishment and refinement of success indicators for objectives tied to strategic priorities, particularly those for equity, capital, and technology.
- Refinement of new planning process to ensure that planning and budgeting are more closely linked.
- Utilization of data analysis to determine strategic directions for the institution.
- Refinement of assessment processes, particularly for academic program review.
- Further establishment of success indicators tied to operational units, such as student services, administrative services, etc.
- Developing a clear system and understanding of how major planning documents (Academic Master Plan, Strategic Enrollment Plan, Facilities Master Plan, and Technology Plan) can support and tie into mission fulfillment and strategic planning documents and processes.

The college is confident that we will be able to achieve progress in these areas by Year Seven.

Addenda – Responses to Outstanding Recommendations

Recommendation 1: *The evaluation team recommends that Southwestern develop and use an integrated planning system, guided by student learning and achievement, to improve institutional effectiveness and inform resource allocation. The system should be inclusive to ensure meaningful and appropriate constituency input (Standards 1.B.1, 1.B.3).*

Southwestern has utilized the recommendation received in the spring 2020 as an opportunity to evaluate and revise the college planning process. This started with the revision of the college mission, vision, and strategic priorities, which occurred in early 2021 and resulted in the adoption of five strategic priorities: Student Success, Enrollment, Equity, Capital, and Technology. Each priority has objectives and indicators to measure success. While student success and enrollment are the key priorities to provide direct evidence of mission fulfillment, equity underscores all, while capital and technology tie more directly to administrative units and provide strategic direction to those units.

Mission-Based Budgeting
Mission-Based Budgeting was introduced during the 2021-22 budget development cycle to bring the mission into on-the-ground operations. Starting from an incremental budget model based on core operations, all new funding requests must be tied to one or more of the five strategic priorities. For the 2022-23 budget and planning cycle, administrators of each of the six administrative units (Administrative Services, Enrollment and Student Services, Instruction, Human Resources, Marketing and Development,

and Technology) worked with their department leads to develop between one and 14 strategic action plans. Action plans require the implementing teams to outline the purpose and goals of the new initiative, resources required, delegated responsibilities, and intended outcomes. In total, administrators supported their teams in developing 54 strategic projects across the six administrative units. Not all projects required additional funds, and some are discrete steps required for the development of much larger or longer-term initiatives. Action plans were submitted with departmental budget requests, to implement during the 2022-23 academic year. Based on this process, budgetary changes (both for increases and decreases) were then documented in the budget book that is submitted to the Board of Education and Budget Committee for approval in May of each year.

Mid-way through the academic year, department leads were asked to evaluate their progress on their strategic action plans. A simple process evaluation questionnaire asked project participants to estimate the degree to which the project has been completed in its planning, implementation and scaling, and evaluation phases; to summarize unexpected obstacles and solutions; to discuss successes; and to determine whether the project will be continued, suspended, or has been completed in full. Results of the evaluation will inform subsequent action plans, and accompanying budget requests to be submitted before spring term.

Among the strategic action plans submitted in 2022, more than a third (37 percent) were completed in their entirety, and only one had not been launched, due to an unexpected series of staff changes. The remaining projects were continuing with documented progress and challenges. Revisions to the plans will enable staff to guide these projects through to completion and evaluation. Developing a clear process and user-friendly tools has been the focus in 2022. In 2023 improvements will be in supporting staff in connecting the outcomes of their work and special projects to the strategic priorities, and shifting evaluative thinking from "is it done" to "is it having the effect we intended

While yet in its pilot phase, mission-based budgeting is an annual process, intended to evaluate department-level activities in relation to the strategic priorities, including one-year and shorter-term goals accordingly. Already administrators have learned project evaluation processes need to begin by the end of November each year, as a preface to the annual budgeting cycle that begins in December, at a time when college leaders can better support their teams in the review and reflection processes. For the next budget cycle, new technology tools will create a more automated reporting process that will also support review of the collection of strategic projects and improved information sharing of the results.

To support this work, the Executive Team has put two new structures into place. The first is through a revision of the College Council charter (Appendix E) to include as part of the scope the following "The College Council will help define Southwestern Oregon Community College's strategy and the best approach to reaching mission fulfillment. The College Council will regularly review and update the institutional effectiveness process, Strategic Plan…" The second is through a planning calendar (Appendix F) that includes an annually scheduled planning day that precedes the budgeting cycle. While this approach to planning has occurred informally across units, setting aside a scheduled day for planning activities provides an opportunity for multiple college stakeholders to participate.

As a secondary component to the above mentioned structures, the Institutional Effectiveness department will undertake logic model exercises with the two most complex administrative units: Administrative Services, which includes five departments ranging from dining to security, and Enrollment and Student Services, home to seven departments from athletics to financial aid. The

written product will be a series of collectively-developed lists of program goals, inputs, activities, outputs, outcomes, and impacts constructed at the level of the administrative unit, framed around the strategic priorities, with Southwestern's mission at the center. The greater purpose of these exercises will be to foster agreement of the department-level contributions to the strategic purpose of their respective administrative unit as it supports the mission. In effect, these exercises are designed to elicit a shared vision of the mission and strategic priorities at the level of the administrative unit, creating a step between service-level operations on-the-ground and the institution overall.

These exercises are scheduled to coincide with the planning and mission-based budgeting activities during the 2022-23 budget and planning cycle, for projects to be implemented during the 2023-24 academic year. Unit-level logic model exercises will take place every three to four years, at the midway and renewal points in the strategic planning cycle. During periods of high staff turnover or considerable environmental flux, administrators may require additional support to review the resources, activities, and outcomes that each department contributes to the strategic purpose of the unit and to the mission.

With shared agreement on departmental- and operational-level contributions to each administrative unit as a component of the mission, administrators will be better positioned to work with department leads to set department-level goals that support the strategic priorities. Department leads will work with their respective teams to establish annual work plans that advance the department goals, and to evaluate the progress and outcome. Each year, staff in the Office of Institutional Effectiveness will work with unit administrators to set priorities to increase the evaluation capacity of their teams.

Academic Program Review
In the spring of 2022, a new process for program review was introduced, founded on the five strategic priorities, and input from faculty who have overseen reviews of their programs in the past. The process was designed for faculty leads and their advisory teams to assemble evidence sufficient to evaluate several key aspects of their programs, and to reflect on the results. The overall reflective process is to facilitate strategic analysis, to make program-improvement decisions, and to develop a strategic action plan tied to one or more of the strategic priorities. Similar to the mission-based budgeting process, the program review and accompanying strategic action plan form the narrative that will accompany program budget requests. The program review process template and program review schedule is included in Appendix G.

In 2022, faculty leads of five programs participated in the pilot program review process: Criminal Justice, Digital Design, Education, Paramedicine, and Welding. Faculty were asked to collect data and document evidence during the spring term, and work through final reflections, strategic analysis, and action planning the following fall, with the final report submitted by the end of November. Faculty engagement and collaboration in the process varied, as did the initial results. As the program review process is revised for the 2023 calendar year, more structured support for the faculty will be scheduled formally throughout the year, including facilitated collaborative activities. Recent capacity improvements in the Office of Institutional Effectiveness will afford more vigorous support for faculty program directors in data gathering, documenting, and evaluation. In addition, the timeline will be revised to produce an initial draft report by the beginning of October, including a structured review and revision process prior to finalizing the review in the fall. The current review and revision process will incorporate voices from faculty to recommend improvements in the program review process and outcomes.

Recommendation 2: *While Southwestern is assessing student learning at the general studies, program, and course levels, there is little evidence of systematic use of assessment results for improvement. The evaluation team recommends that Southwestern enhance its system of assessment to ensure that the College is using assessment results to create interventions that improve student learning and success (Standards 1.C.5, 1.C.7).*

Southwestern continues to review and refine assessment processes for student learning at the general studies, program, and course levels. Since the 2020 Year Seven Evaluation visit, the college has made significant investment in personnel and systems to improve assessment. However, changes in staffing have resulted in slower progress than anticipated.

The college moved to an Institutional Effectiveness office structure after the 2020 site visit. The original concept for the unit included an IE Director, a Data Analyst, and an Assessment Coordinator. At any given time during the past three years, only two of three positions have been filled. At the time of this report, there is an IE Director and Data Analyst in place; the college is now working on filling a Director of Assessment, Curriculum, and Scheduling, who will report to the Vice President of Instruction/ALO, but will have a strong working partnership in communication to the IE Director. The new position will provide support to the faculty-led assessment committee and will be responsible for integrating rubrics/assessment processes in the Canvas LMS, as well as guiding the processes for program review, as well as intuitional level outcomes assessment. While this provides the context and landscape for future plans, the college has made strides in the past three years in establishing a strong framework for the assessment for program level outcomes.

In 2021, a faculty assessment workgroup convened to develop an assessment plan in collaboration with the Office of Instruction and Institutional Effectiveness. As established in the introduction of the assessment plan: "Assessment is something that Southwestern Oregon Community College (SWOCC) faculty care deeply about. Faculty are assessing student learning on an ongoing basis, and using those assessments to improve teaching and learning. Previously, assessment efforts focused on course level outcomes assessment and faculty were required to report regularly on those efforts. Assessment work at the program and GSLO levels were reported out through program review and through various software, including Taskstream. There was significant emphasis on the use of rubrics as a primary assessment tool. It is recognized that assessment is both an art and a science – the data produced from assessment are valuable to faculty and the institution as a whole. Assessment will not look the same for all faculty or all programs. The Assessment Planning group agreed the purpose of assessment is not simply to collect data, but to reflect on the data collected, and use those insights to improve pedagogy and make a positive impact on student learning. This new Assessment Plan represents a refreshed look at the purpose of assessment, and honors the freedom of each faculty member to choose the method of assessment and use the results of the assessment in a meaningful way." (Appendix H)

The assessment plan established a baseline of required assessment activities, along with a yearly schedule for assessment. The plan also sets out that while course learning outcomes (CLOs) continue to be assessed, data gathered focuses on program level learning outcomes (PLOs) and that such outcomes are mapped to CLOs. The workgroup agreed that, at this time, the institutional level outcomes (ILOs) are assessed via student self-perception ratings in the graduation survey.

The assessment workgroup then transitioned to a standing faculty committee with support from the IE Office. The committee has gathered some data around the ILOs, there is still much work to be accomplished to evaluate and assess both the ILOs and the process itself. Furthermore, the committee

is aware that in our current approach, PLO assessment is much easier to achieve when assessing Associate of Applied Science (AAS) and Associate of Science (AS) articulated degrees, as these are programs with clearly defined sets of outcomes. The Associate of Arts Oregon Transfer (AAOT) is more challenging, as program outcomes span the entire range of general education courses and as such, are not programmatically focused. Southwestern will continue to work toward a plan for how to assess the AAOT. Initial ideas include tying assessment to pathway maps (under our guided pathways framework), as well as utilizing state-level work that has occurred to develop transfer maps to universities for specific majors, including biology, English, business, and computer science. The college is using the AAOT-Elementary Education program review and assessment work (included in this document as an example of our program review process) as a pilot of this approach.

Southwestern has also made strides in refining the academic program review process. In the new template for program review, faculty are asked to include a curriculum map that ties CLOs to PLOs, as well as reflect on their annual assessment.

Strategic Plan 2022-2027

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Southwestern Oregon Community College
September 8, 2022

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Planning never really stops at learning institutions where team members are toning for continuous improvement. Every decision is evaluated through a holistic lens, better known as the mission. Every outcome is examined in the context of the institution and the community. Learning leaders ask themselves constantly: Are we doing what we say we are doing? Are we doing it for and with whom we should be serving? How can we do it better? This document represents just one brief checkpoint in the ongoing cycle of strategic planning and continuous improvement at Southwestern Oregon Community College.

Planning for Continuous Improvement

At Southwestern, its previous seven-year strategic plan concluded with accreditation renewal by the Northwest Commission on Colleges and Universities (NWCCU) in June 2020—notably, at the start of the COVID-19 pandemic, which seems to regenerate itself in endless waves. While strategic planning, evaluation, and continuous improvement are required by accreditation standards 1.B.1 and 1.B.3, these processes are fundamental to sound leadership and management. Strategic thinking is key.

This strategic plan is fueled by an extended season of king tides washing the debris of social and economic storms onto our shores at the South Coast and beyond. Renewing the planning cycle in spring of 2020, leaders at Southwestern adopted four Guiding Principles to shepherd mission activities in response to the internal and external conditions undulating from moment to moment. Broadly defined, these Principles supported flexibility when it was needed most. By the end of the calendar year, however, in December 2021, leaders adapted their approach, using the Guiding Principles as Southwestern's explicit values to outline five, more clearly defined Strategic Priorities. Honing the focus has afforded a sharper vision among leaders and team members as society's upheavals continue.

The Strategic Priorities and ensuing strategic activities are the products of evaluating the mission, a traditional environmental analysis, several stakeholder workgroups among other participatory activities, and departmental teams that crafted strategic projects fulfilling the mission through their individual unit. As a plan for continuous improvement, this document resembles a process constructed from action research: plan, do, observe, evaluate, repeat.
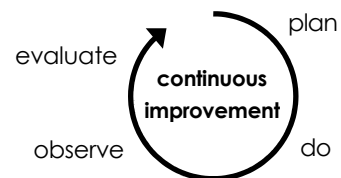
The budget cycle is a natural sequence to frame planning and evaluation activities, and ensures that institutional resources are directed toward the Strategic Priorities that carry the mission.

Vision, Mission, and Values

As a public institution, Southwestern fulfills a number of roles specified by state and federal government agencies, along with the written and unwritten expectations of stakeholders from a range of local education, workforce, culture, and social service agencies. These external mandates give shape to the mission defined by the governing board. First and foremost, Southwestern is an institution of higher education, serving all postsecondary students and potential students in the community, regardless of their educational needs or goals. Learners from youth to grandparents, with no academic credentials or graduate degrees, must rely on Southwestern for their workforce and career goals, transfer goals, or personal development goals, regardless of where they are in their career or life cycle.

Vision and Mission

Southwestern leads and inspires lifelong learning.

The governing board adopted this vision for Southwestern in 2006, and has reaffirmed it since. The board evaluates the mission, vision, and values routinely in its governance and stewardship work. In 2020, the board asserted formally that

Southwestern Oregon Community College fulfills the educational and cultural needs of our diverse communities by providing equitable access to exceptional teaching and

learning in a collaborative, engaging, sustainable environment, which supports innovation, lifelong enrichment, and contribution to global society.

Values as Guiding Principles
More important than ever, the Guiding Principles have become the way work is done at Southwestern. These Principles represent the underlying values and culture that nurture the mission and the priorities driving decision-making at every level.

- *Intentional Excellence*. Use objective information to guide our decisions and value all people with whom we interact.
- *Lifelong Learning*. Cultivate the natural human need for individual growth and intellectual development.
- *Student Centeredness*. Focus on helping students achieve their learning goals and supporting opportunities for individual success.
- *Collaborative Innovation*. Build a community in the pursuit of new ideas, informed risk-taking, and entrepreneurial endeavors.

Stakeholders

Internal and external stakeholder participation has been central to the planning process, and remains so during implementation. Two working groups divined the five strategic priorities of this plan from the institution's strengths,

weaknesses, opportunities, and challenges. In total, nearly 50 stakeholders had a hand in goal setting, representing the Southwestern community, students, Board, faculty, and staff, in addition to anonymous faculty and student surveys, and participation from the leadership team. Since that time, department leads across campus have worked with their individual teams to develop concrete, strategic action plans. Stakeholder mapping and broad-based community engagement continues through the institutional initiatives driving achievement of the strategic priorities.
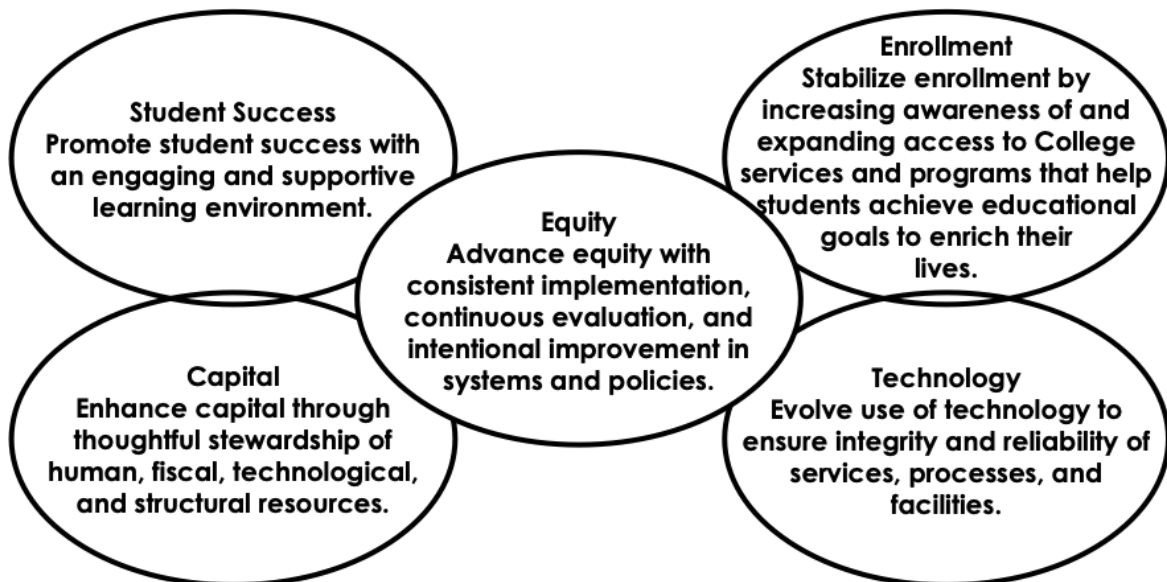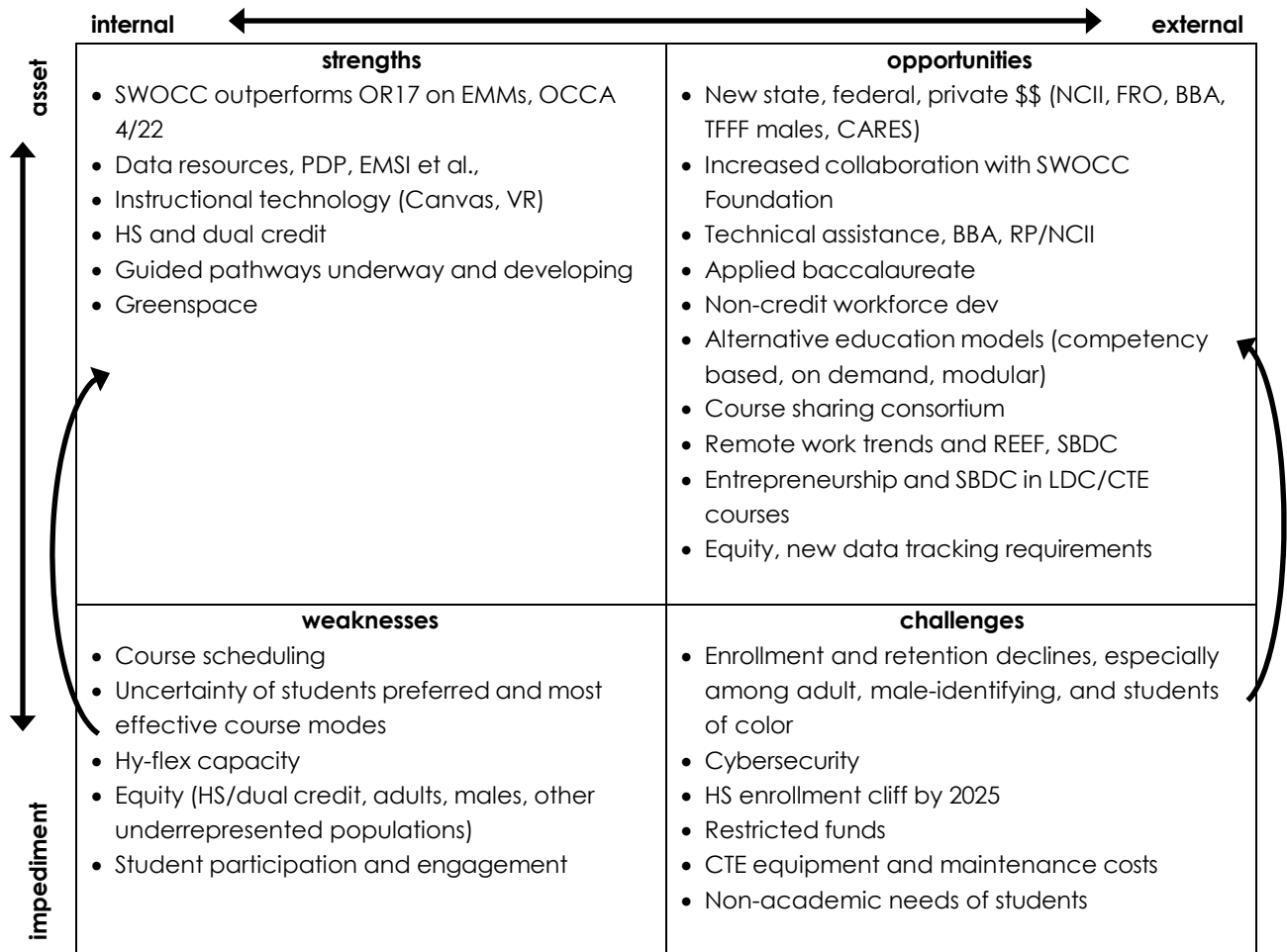
Environmental Analysis

The value of analyzing the internal and external contexts cannot be overestimated in the planning process, especially during this emergent era of pandemic normal. COVID-19 does not define Southwestern nor its community, though its effects have accentuated trends in student behaviors and expectations, and altered the way humans interact with one another. While internal weaknesses and external challenges became profoundly evident across higher education institutions during the early days of this planning cycle in the 2020 pandemic fog, the wake of disease has surfaced new opportunities revealing a position of strength for Southwestern. This summary of the environmental scan represents a snapshot of an ongoing process of analysis and discussion.

Strengths represent internal assets for Southwestern. Perhaps most remarkably, Southwestern continues to perform well overall on both lagging and early momentum indicators of student success, staying the course of a 10-year leadership initiative to improve core outcomes. This despite the external impediments that fell on every open-access institution in the U.S. during the height of the COVID-19 pandemic. These external challenges exposed internal weaknesses, notably, accelerated enrollment declines, demographic gaps in enrollment and student outcomes, and rapid changes in the technology infrastructure needed to support new modes of teaching-and-learning that will better support all learners. But these challenges have also brought forth burgeoning external opportunities, including a range of public and privately funded financial and technical assistance programs to reach underserved learners, to develop more robust course resources and offerings, and to improve the quality and breadth of academic and community partnerships to support the full potential of employers and workforce in Southwestern's district.

Planning participants identified the paths that will transform the weaknesses into strengths, and that will take advantage of the opportunities embedded within each of the challenges, thus bolstering Southwestern's mission overall. The strategic priorities that emerged from the environmental analysis are Student Success, Enrollment, Equity, Capital, and Technology. Action is in motion already.

Strategic Analysis

internal ◀──────────────────────────▶ external

asset				

strengths
- SWOCC outperforms OR17 on EMMs, OCCA 4/22
- Data resources, PDP, EMSI et al.,
- Instructional technology (Canvas, VR)
- HS and dual credit
- Guided pathways underway and developing
- Greenspace

opportunities
- New state, federal, private $$ (NCII, FRO, BBA, TFFF males, CARES)
- Increased collaboration with SWOCC Foundation
- Technical assistance, BBA, RP/NCII
- Applied baccalaureate
- Non-credit workforce dev
- Alternative education models (competency based, on demand, modular)
- Course sharing consortium
- Remote work trends and REEF, SBDC
- Entrepreneurship and SBDC in LDC/CTE courses
- Equity, new data tracking requirements

weaknesses
- Course scheduling
- Uncertainty of students preferred and most effective course modes
- Hy-flex capacity
- Equity (HS/dual credit, adults, males, other underrepresented populations)
- Student participation and engagement

challenges
- Enrollment and retention declines, especially among adult, male-identifying, and students of color
- Cybersecurity
- HS enrollment cliff by 2025
- Restricted funds
- CTE equipment and maintenance costs
- Non-academic needs of students

asset / *impediment* (left vertical axis)

Student Success
Promote student success with an engaging and supportive learning environment.

Enrollment
Stabilize enrollment by increasing awareness of and expanding access to College services and programs that help students achieve educational goals to enrich their lives.

Equity
Advance equity with consistent implementation, continuous evaluation, and intentional improvement in systems and policies.

Capital
Enhance capital through thoughtful stewardship of human, fiscal, technological, and structural resources.

Technology
Evolve use of technology to ensure integrity and reliability of services, processes, and facilities.

Strategic Priorities

The strategic issues percolating from the ongoing environmental analysis represent the five central goals of this strategic plan: Student Success, Enrollment, Equity, Capital, and Technology. Each issue is defined by a Strategic Priority, in turn operationalized by two objectives. As an institution of higher learning, Student Success is the most important priority at Southwestern and is the backbone of the other four priorities, each of which are crucial for student success.

Student success is only an achievement to the extent that all learners succeed. Equity is a central priority that cuts through the other four priorities as leaders and staff members at Southwestern learn to see and to navigate the institution through the unique experiences of all students and community members. The first of the two objectives that operationalize equity is to develop a college-wide framework from which to proceed.

Table 1

Strategic Priorities Definitions and Objectives 2022-2027	
Strategic Priority	**Definition**
	Objectives
Student Success	**Promote student success with an engaging and supportive learning environment.**
	1a. Provide student-centered learning and co-curricular opportunities to develop job skills, earn credentials, and broaden personal enrichment.
	1b. Continually explore, analyze, and refresh curriculum and programs.
Enrollment	**Stabilize enrollment by increasing awareness of and expanding access to College services and programs that help students achieve educational goals to enrich their lives.**
	2a. Advance recruitment, marketing, and enrollment strategies and improve processes.
	2b. Expand holistic advising support throughout the course of a student's college career.
Equity	**Advance equity with consistent implementation, continuous evaluation, and intentional improvement in systems and policies.**
	3a. Develop a college-wide equity framework.
	3b. Engage staff and students in training on equitable practices.
Capital	**Enhance capital through thoughtful stewardship of human, fiscal, technological, and structural resources.**
	4a. Improve fiscal processes and maintain capital reserves through college planning processes.
	4b. Implement, evaluate, and improve systems, training, and policies.
Technology	**Evolve use of technology to ensure integrity and reliability of services, processes, and facilities.**
	5a. Enhance the College's cybersecurity readiness and systems.
	5b. Adopt and continually refine best practices and training

Measurement

With the adoption of the Strategic Priorities, leaders identified up to four institutional-level indicators of achievement for each of the corresponding objectives defining four of the five Priorities. Equity is a unique priority in that equitable achievement of Student Success, Enrollment, Capital, and Technology is most meaningful in the context of overall achievement. Thus, each of the indicators of achievement includes an equity analysis. While equity has long been important at Southwestern, new in this strategic plan is a focus on defining, observing, and achieving equity across the institution. Leaders across departments have expressed interest in evaluating equitable services and outcomes by race, ethnicity, age, gender identity, abilities, full- or part-time status, and job classification among others populations that have been marginalized historically in their pursuit of academic, professional, and social activities.

Fulfilling objective 3a., Southwestern's Board of Education has adopted an equity policy to apply in the decision process. The bullet-points following the success indicators of each strategic priority represent working lists of potential disaggregation of overall results for use in evaluating equity. Measurement of Equity as actionable indicators of achievement will evolve and become clearer through the course of this plan.

When the first annual report of progress on this plan is released, each indicator of achievement will be accompanied by the baseline measure of Southwestern's level of achievement at the conclusion of the 2021-22 academic year, and a benchmark threshold as a mark of acceptable achievement relative to the institution's own performance, as well as that of peer institutions. The data for some measures will not available until several months after the conclusion of the academic year.

Table 2

Indicators of Overall Achievement		
Student Success: Promote student success with an engaging and supportive learning environment.		
Indicator	**2021-22 Baseline**	**Benchmark**
1a. 150% and 200% completion, transfer, or retention rates		
1a. Percent of first-time students who accumulate 30+ credits in 3 terms		
1a. Average time to completion for 2-year credentials		
1a. Rate of credits completed/attempted in first 3 terms		
1a. Percent of students who complete gateway courses within first year		
1b. Academic program reviews completed with action plan and budget	rubric	
1b. Courses requiring experiential learning, student research, study abroad	rubric	

Student Success Equity Analysis

- Race
- Age (by gender)
- PT/FT
- Household income (FAFSA filers only)
- Location by campus, in/out of district resident

Table 3

Indicators of Overall Achievement		
Enrollment: Stabilize enrollment by increasing awareness of and expanding access to College services and programs that help students achieve educational goals to enrich their lives.		
Indicator	**2021-22 Baseline**	**Benchmark**
2a. Overall enrollment growth rate		
2a. First-term persistence and fall-to-fall retention (fall 2020-21 FT enrollments)		
2b. Student satisfaction (RNL survey?)		
2b. 3-year average institutional grant support or unmet need if available		

Enrollment Equity Analysis

- Race
- Age (by gender)
- PT/FT
- Household income
- Location by campus, in/out of district

Table 4

Indicators of Overall Achievement		
Capital: Enhance capital through thoughtful stewardship of human, fiscal, technological, and structural resources.		
Indicator	**2021-22 Baseline**	**Benchmark**
4a. Employee satisfaction (defined from Modern Think survey)		
4a. Employee evaluations	rubric	
4a. Ratio of actual to target EOY fund balances	rubric	
4b. Policies and procedures reviewed, revised, and implemented for equity	rubric	
4b. Professional development	rubric	

Capital Equity Analysis
- Race
- Gender
- Bargaining Unit/Job Classification
- Define equitable funding

Table 5

Indicators of Overall Achievement		
Technology: Evolve use of technology to ensure integrity and reliability of services, processes, and facilities.		
Indicator	2021-22 Baseline	Benchmark
5a. Improvement of cybersecurity and threat assessment mechanisms	rubric	
5a. Systems integration, collaboration, and disaster recovery improvement	rubric	
5b. Data governance infrastructure and resources	rubric	
5b. Staff and faculty training and professional development in technology	rubric	

Technology Equity Analysis
- Race
- Gender
- Ability

Institutional Initiatives

Several institutional-level initiatives provide leadership and direction across all departments at Southwestern to fulfill each of the Strategic Priorities. Institutional initiatives are, by definition, interdepartmental, and incorporate community-based partnerships. These broad initiatives create structure and support for department-level projects and decisions that align with the Strategic Priorities propelling mission achievement.

Pathways
The Pathways initiative began first in Student Services to provide clarity and support for career-minded learners who needed non-academic resources to succeed. The evolution in Student Services continued with the redesign of advising procedures and mechanisms to introduce students to fields of interest and counsel them into programs that align with their long-term goals. The nationally developed Pathways model extends the college experience to funnel PK-12 students gradually through their broad areas of interest into narrower fields of study and eventually programs to support university articulation and career success. The initiative is focused on Student Success and cuts across all Strategic Priorities, requires participation from all academic, student services, and administrative

departments, and elevates and integrates our community. The Pathways model is built on a collaborative community impact structure and is premised on the assumption that students may be of any age, with a range of career and family experiences.

Teaching and Learning

Southwestern's concerted focus on continuous improvement in Teaching and Learning began unfurling prior to the COVID-19 pandemic that forcibly jolted faculty and students into new modes and technologies required for effective and equitable teaching-and-learning. Continuous improvement in Teaching and Learning, too, cuts across all Strategic Priorities while focused explicitly on Student Success. The previously unfolding assessment initiative became a faculty-driven process that prompted instructors to reflect critically on students' as well as their own new habits, performance, and teaching-and-learning practices. Continued advancement relies on faculty development and uptake of new technology infrastructure across at least three platforms. Classrooms, software, equipment, and student resources across Southwestern's two campuses are being re-evaluated with the prospect of monumental development that will meet diverse learners' needs in myriad new ways.

Learner-Centered Culture

The evolution of the student centered guiding principle to student centered values has illuminated a much deeper instinct among leaders to create an intentional Learner-Centered Culture that will manifest clear visible and unspoken artifacts. While the present campus culture is very much driven by student needs, a new culture will shift to an asset lens through which every decision takes into account the potential for students' success as whole people, both on the strategic scale and in each moment for each individual learner. The Pathways and the Teaching and Learning initiatives produce the tangible work that will yield culture change over time. Evaluating equity will enable a truly asset-based, learner-centered culture to take form. As yet aspirational and thus difficult to define, deep culture change requires considerable time to develop across all departments and through all levels of an organization.

Resources for Strategic Momentum

Visioning alone does not drive continuous improvement or institutional-level changes. Strategic change requires individual action on-the-ground. To advance the Strategic Priorities, department leads across campus worked with their teams to develop strategic action plans, departmental-level projects to implement over the course of the next one to four years. Action plans are developed from the ground up to secure ownership and follow-through by those responsible for implementation. To ensure adequate financial resources are available for each project, strategic action planning was an integral part of the budget process. Evaluation of strategic priorities at the level of Southwestern's administrative units will

ensure a clear link between staff implementing individual decisions and the overall purpose and mission.

Overall, department leads submitted 54 strategic action projects across Southwestern's six administrative units: Instruction, Enrollment and Student Services, Administrative Services, Human Resources, Integrated Technology Services, and Development. A few action plans span more than one Strategic Priority.

At this time, just four action plans are designed to improve Equity specifically. While equity has long been a guiding principle at Southwestern, measuring equity as a strategy to accomplish the mission is new. The Board's new equity statement creates a decision framework from which to evaluate actions and outcomes. Learning to measure equity effectively, and developing departmental action plans shaped by the new framework, will begin the cycle of continuous improvement.

The action plans fall into one or more of six broader categories that create several points of cohesion explicating the learner-centered purpose within and across the institution's administrative units: Applied Curriculum Content, Instructional Practice, Instructional

and Retention Resources, Learning Environment, Community Outreach and Engagement, Institutional Resources and Procedures. While defined in the context of Southwestern's habitus, these broad action categories can be found in the nationally-established principles of effective and equitable teaching-and-learning.

Each action plan includes a workplan outlining key implementation steps, and intended outputs and/or outcomes. Project-level deliverables and outcomes will be monitored by the unit administrator and individual department leads, with the assistance of the Office of Institutional Effectiveness where appropriate. Multi-year action plans will be updated and revised annually. New action plans will be developed each year in response to results and findings of existing action plans. During this first year implementing the current planning cycle, evaluating equity in accomplishing each of the four other Strategic Priorities will spur new individual actions on-the-ground. Success of these projects will foster improvement in measurable results of the institutional level Strategic Priorities overall.

Table 6

Student Success Action Plans	
Student Success (15)	**Promote student success with an engaging and supportive learning environment**
Office of Instruction (8)	**Learner-Centered Applied Curriculum Content and Instructional Practice** • Develop Applied Baccalaureate in Management and Leadership (also Enrollment) • Develop Child Care Business Accelerator program • Develop Study Abroad program • Add a three-term LPN credential with exit option to increase Nursing program capacity from 56 to 64 (also Enrollment) • Integrate virtual reality into curriculum and instructional practice (also Enrollment) • Expand in-person course offerings on Curry Campus **Learner-Centered Instructional Resources and Learning Environment** • Increase science lab class capacity and improve equipment to enroll more students with the same resources on Curry and on Coos campuses Redesign Southwestern's Library website to improve information searches, Coastline partnership resources, and security (also Capital and Technology) • Increase and implement awareness and streamline procedures for PK-12 partner participation in College Now (also Enrollment and Technology)
Enrollment and Student Services (5)	**Learner-Centered Retention Resources and Learning Environment** • Create Student Services "hub" for Financial Aid, Student Success Center, Advising, Admissions & Recruitment, Counseling • Redevelop housing's Quiet Study room to improve student experience • Develop a comprehensive First Year Experience structure • Create video explaining prerequisites required to apply for the Nursing program (also Enrollment) • Increase the number of student leaders by developing a student Athletic Oversight Committee (also Enrollment)
Administrative Services (2)	**Learner-Centered Instructional Resources** • Increase student participation in Verba Inclusive Access digital materials program to streamline distribution of and payment for course resources and reduce student costs (also Technology) **Learner-Centered Retention Resources** • Redesign Dining Services Student Board Plan to support special dietary needs (also Enrollment and Equity)

Table 7

Enrollment Action Plans	
Enrollment (11)	**Stabilize enrollment by increasing awareness of and expanding access to College services and programs that help students achieve educational goals to enrich their lives**
Office of Instruction (3)	**Learner-Centered Instructional and Retention Resources** • Collaborate with five other rural Oregon community colleges to develop a course share system using a common LMS • Increase STEM enrollments to 6 first-year and 6 second-year students, retention, completion, and transfer (also Student Success) **Learner-Centered Community Outreach and Engagement** • Expand Small Business Development and Workforce Development leadership and outreach across the district, with special attention in Curry County
Enrollment and Student Services (5)	**Learner Centered Community Outreach and Retention Resources** • Increase enrollment of adults age 25 and over by at least three percent • Eliminate the Super Fee to improve transparency and associate revenues with correct cost centers (also Capital) • See grants that target underrepresented student populations (e.g., rural male-identifying students, students of color) **Learner-Centered Retention Resources** • Create Curry Campus Opportunity Programs Liaison position to provide holistic, wraparound services • Develop and implement procedures to evaluate students who receive GPA tuition waivers, but subsequently performed below the GPA requirement
Development (3)	**Learner-Centered Community Outreach and Engagement** • Create and implement targeted marketing campaigns for three academic programs annually • Add new signage at Curry campus and at Coos campus main, east, and west entrances to improve visibility and community awareness of Southwestern (also Capital) • Develop and improve Southwestern's website content, theme, and visuals to increase and sustain traffic and increase recruitment leads

Table 8

Equity Action Plans	
Equity (4)	**Advance equity with consistent implementation, continuous evaluation, and intentional improvement in systems and policies.**
Enrollment and Student Services (3)	**Learner-Centered Environment** • Pilot gender inclusive housing creating an improved living-learning environment • Establish sub-group of Student Athletic Oversight Committee focused on student-led equity initiatives **Learner-Centered Applied Curriculum Content** • Develop credit-bearing BA 101 course for Adult and Pre-College Education students to enter the Business Pathway

Human Resources (1)	**Learner-Centered Services and Procedures** • Review, revise, and publish all HR and payroll policies and procedures to align with board policies, Administrative procedures, federal and state laws, and industry best practices, and to ensure equitable and inclusive language (also Capital)

Table 9

Capital Action Plans	
Capital (17)	**Enhance capital through thoughtful stewardship of human, fiscal, technological, and structural resources.**
Administrative Services (16)	**Learner-Centered Environment** • Develop and implement a comprehensive Emergency Management Plan • Develop and implement a risk management process for campus operations and activities • Develop and implement a comprehensive training program for security officers • Evaluate and improve Environmental Services' building routes and floor cleaning schedules (3 work plans) • Develop comprehensive deferred maintenance schedule to define, prioritize, obtain resources, and implement work plans to restore safety and usability of physical assets • Develop comprehensive routine operations schedule for planned renewal and replacement of physical assets **Learner-Centered Services and Procedures** • Map Business Services processes and procedures from fiscal Administrative Policies and Procedures to Administrative Procedures • Develop, implement, and update Business Services processes and procedures manuals for improved accuracy and efficiency • Create more payment options for students and others across campus by improving fiscal payments and receipting transaction processes • Improve and adopt software to improve usability and accuracy to support changing needs in payment and grant systems (also Technology) • Update and digitize procedures manual for Campus Store • Automate Print Services and reduce manual processes by outsourcing and adopting new technology to reduce overhead costs, and to improve accuracy and efficiency (also Technology) • Update and digitize procedures manual for Mail and Print Services • Develop comprehensive fiscal operations sustainability plan to align Dining Services' enterprise goals with current community, labor, and industry trends **Learner-Centered Instructional Resources** • Relocate the Campus Store to a larger location and expand curricular and personal resources available to student and staff (also Student Success) • Automate MailRoom procedures and reduce manual processes by adopting new technology to increase hours, and to improve accuracy and efficiency (also Technology)

Integrated Technology Services (1)	**Learner-Centered Instructional Resources** • Reconfigure and upgrade R9 high-tech training room to improve software and training resources, and to expand and improve training and professional development opportunities (also Technology)

Table 10

Technology (7)	**Technology Action Plans** Evolve use of technology to ensure integrity and reliability of services, processes, and facilities.
Integrated Technology Services (6)	**Learner-Centered Environment** • Improve existing and adopt new cybersecurity controls to protect against internal and external threats with a new private network, multi-factor authentication, end-user training, and threat-assessment tool • Migrate to cloud-hosted systems to improve technology reliability, security, disaster recovery, and off-campus access • Review, develop, and implement Data Governance, including employee onboarding and offboarding, and data reporting tools and procedures **Learner-Centered Institutional Resources** • Improve procedures and practices for Integrated Technology Services to communicate with and to the college community, including service requests, departmental professional development, internal budgeting, event streaming, and end-use outreach • Develop and implement a plan for review, information, and allocation of resources for timely replacement of technology resources • Integrate and improve Enterprise Resource Planning, Student Information, and Learning Management Systems
Enrollment and Student Services (1)	**Learner-Centered Retention Resources** • Implement artificial intelligence platform to assist in connecting students with resources and tools to be successful

Conclusion

Community learning is the destination, five-point strategy the route, and learners' intricacies the current that flows through the next five years at Southwestern. Implementation is underway for Strategic Plan 2022-2027. The work happening on the ground across campus is the strategic priorities in action: Student Success, Enrollment, Equity, Capital, Technology.

As the discrete projects come into fruition, each will be evaluated and next steps determined based on the results for continuous learning and institutional renewal. From a position of strength, change-makers at every level of Southwestern invest their daily reality in the community's lifelong educational and cultural journey that touches all parts of our world.

Appendix: Equity Statement

Southwestern Oregon Community College
BP 5300 Equity Statement

PURPOSE
To advance a culture that provides equitable access to education for all people.

STATEMENT
Southwestern Oregon Community College is dedicated to advancing a culture that provides equitable access to education and embraces diversity and inclusion of all people. This student-centered approach to education is fundamental to creating a sense of belonging and contribution toward a successful workforce, democracy and global society.

The College shall, with conscious intention, foster a diverse student body and workplace that is welcoming to underrepresented individuals and actively engages all.

The College shall create learning environments where people are encouraged toward curiosity and self-awareness, where students can be reflective and find individual purpose, and where globally-minded citizens are shaped.

Further, the College shall demonstrate this commitment by systemic infusion of cultural competency standards for employees within: professional development; the teaching and learning environment; administrative policies, procedures and practices; functional operations of the College; and services to students and communities within the college district.

Adopted: May 23, 2022
Legal Reference(s):
ORS 341.005
ORS 350.375

IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
Total Enrollment							
2021	1,490	1,224	1,245	1,417	1,329	1,469	1,337
2020	1,541	1,292	1,492	1,470	1,276	1,553	1,417
2019	2,053	1,559	1,715	1,721	1,761	1,853	1,722
2018	2,157	1,681	1,514	1,866	1,677	1,868	1,721
2017	2,099	1,417	1,683	1,793	2,111	1,971	1,795

IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
Percent of Undergraduate Enrollment Under 18							
2021	17%	8%	23%	12%	16%	19%	16%
2020	20%	7%	0%	10%	17%	23%	14%
2019	29%	6%	24%	11%	16%	19%	15%
2018	27%	7%	0%	22%	12%	15%	14%
2017	29%	0%	20%	12%	9%	12%	11%

IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
Percent of Undergraduate Enrollment 18-24							
2021	57%	58%	37%	58%	42%	41%	47%
2020	56%	59%	0%	57%	47%	40%	51%
2019	54%	59%	38%	55%	47%	39%	48%
2018	52%	57%	0%	52%	49%	42%	50%
2017	57%	67%	41%	56%	41%	42%	49%

IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
Percent of Undergraduate Enrollment 25-64							
2021	26%	34%	40%	29%	40%	39%	36%
2020	24%	33%	0%	33%	35%	37%	35%
2019	17%	34%	38%	33%	35%	39%	36%
2018	20%	36%	0%	26%	37%	39%	35%
2017	14%	32%	38%	32%	48%	41%	38%

IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
Percent of Undergraduate Enrollment Over 65							
2021	0%	0%	0%	0%	2%	0%	0%
2020	0%	0%	0%	0%	1%	0%	0%
2019	0%	0%	0%	1%	2%	3%	1%
2018	1%	0%	0%	0%	2%	4%	2%
2017	0%	0%	1%	1%	2%	5%	2%

IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
Percent of Enrollment - Women							
2021	0%	0%	0%	0%	0%	0%	0%
2020	63%	59%	59%	58%	57%	54%	57%
2019	57%	57%	58%	57%	52%	54%	56%
2018	57%	56%	59%	55%	54%	54%	56%
2017	59%	57%	59%	58%	47%	51%	54%

IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
Percent of Enrollment - American Indian or Alaska Native							
2021	3%	3%	2%	1%	3%	3%	2%
2020	2%	3%	3%	1%	3%	2%	2%
2019	3%	3%	3%	1%	3%	3%	3%
2018	3%	2%	3%	1%	3%	3%	2%
2017	2%	3%	3%	1%	2%	3%	2%

IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
Percent of Enrollment - Asian							
2021	2%	1%	1%	0%	4%	2%	2%
2020	1%	1%	1%	1%	2%	2%	1%
2019	1%	1%	1%	1%	3%	1%	1%
2018	2%	0%	1%	1%	3%	2%	1%
2017	2%	1%	1%	1%	6%	2%	2%

IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
Percent of Enrollment - Asian/Native Hawaiian/Pacific Islander							
2021	3%	1%	2%	1%	4%	3%	2%
2020	2%	1%	1%	1%	2%	2%	1%
2019	2%	1%	2%	1%	4%	2%	2%
2018	2%	1%	2%	1%	3%	3%	2%
2017	3%	1%	1%	1%	6%	3%	2%

IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
Percent of Enrollment - Native Hawaiian or Other Pacific Islander							
2021	1%	0%	0%	0%	0%	1%	0%
2020	1%	0%	0%	0%	0%	1%	0%
2019	1%	1%	1%	0%	1%	0%	1%
2018	1%	1%	0%	0%	1%	1%	1%
2017	1%	1%	0%	0%	1%	0%	0%

IPEDS Reporting Year	Percent of Enrollment - Black or African American						
	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	1%	1%	1%	1%	4%	4%	2%
2020	1%	0%	1%	2%	4%	4%	2%
2019	2%	1%	1%	2%	5%	4%	3%
2018	1%	1%	1%	2%	4%	3%	2%
2017	1%	1%	1%	1%	5%	4%	2%

IPEDS Reporting Year	Percent of Enrollment - Hispanic/Latino						
	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	14%	27%	19%	29%	19%	15%	22%
2020	13%	29%	19%	27%	21%	14%	22%
2019	12%	31%	18%	27%	19%	14%	22%
2018	10%	30%	18%	29%	18%	13%	22%
2017	11%	28%	19%	29%	18%	12%	21%

IPEDS Reporting Year	Percent of Enrollment - White						
	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	66%	57%	65%	57%	58%	62%	60%
2020	65%	62%	66%	59%	58%	63%	62%
2019	63%	58%	66%	60%	54%	59%	59%
2018	64%	59%	68%	59%	61%	60%	61%
2017	66%	60%	67%	61%	56%	61%	61%

IPEDS Reporting Year	Percent of Enrollment - Two or More Races						
	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	7%	3%	4%	2%	8%	9%	5%
2020	6%	3%	4%	4%	8%	11%	6%
2019	6%	3%	4%	4%	7%	9%	5%
2018	5%	4%	3%	4%	8%	9%	6%
2017	6%	4%	3%	4%	7%	9%	5%

IPEDS Reporting Year	Percent of Enrolment - Race/Ethnicity Unknown						
	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	3%	8%	7%	9%	3%	5%	6%
2020	9%	2%	5%	6%	3%	5%	4%
2019	11%	2%	6%	5%	8%	8%	6%
2018	13%	3%	5%	3%	2%	9%	4%
2017	10%	2%	5%	2%	4%	9%	4%

Graduation Rate Total Cohort						
IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	32%	20%	35%	25%	25%	40%	29%
2020	33%	23%	28%	35%	29%	33%	30%
2019	37%	20%	30%	29%	20%	27%	25%
2018	37%	26%	26%	28%	24%	33%	27%
2017	41%	38%	21%	28%	30%	37%	31%

Graduateion Rate - Men						
IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	28%	14%	36%	23%	19%	39%	26%
2020	33%	25%	30%	33%	22%	30%	28%
2019	36%	21%	32%	32%	21%	26%	26%
2018	32%	23%	25%	28%	19%	26%	24%
2017	39%	36%	30%	28%	32%	39%	33%

Graduation Rate - Women						
IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	37%	26%	33%	27%	33%	41%	32%
2020	33%	22%	27%	37%	46%	35%	33%
2019	38%	19%	28%	26%	18%	28%	24%
2018	40%	30%	28%	29%	31%	40%	32%
2017	43%	39%	11%	28%	23%	36%	27%

Graduation Rate - American Indian or Alaska Native						
IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	15%	20%	25%	33%	0%	60%	28%
2020	13%	38%	25%	25%	55%	38%	36%
2019	50%	13%	20%	25%	0%	0%	12%
2018	40%	0%	40%	0%	20%	25%	17%
2017	37%	67%	0%	14%	0%	0%	16%

				Graduation Rate - Asian			
IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	57%	50%	100%	0%	100%	33%	57%
2020	50%	50%	0%	0%	38%	50%	35%
2019	73%	0%	0%		33%	67%	25%
2018	38%	100%	100%	0%	67%	50%	63%
2017	56%			0%	33%	0%	11%

			Graduation Rate - Asian/Native Hawaiian/Other Pacific Islander				
IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	33%	25%	50%	0%	50%	25%	30%
2020	27%	20%		0%	35%	67%	31%
2019	53%	33%	0%	50%	22%	50%	31%
2018	36%	100%	100%	0%	50%	33%	57%
2017	33%	0%		0%	25%	0%	6%

			Graduation Rate - Black Non-Hispanic				
IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	22%	17%	40%	0%	20%	0%	15%
2020	0%	0%	50%	0%	5%	17%	14%
2019	14%	0%	0%	0%	18%	0%	4%
2018	25%	0%	0%	22%	0%	0%	4%
2017	29%	0%	0%	0%	21%	0%	4%

			Graduation Rate - Hispanic				
IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	31%	17%	46%	23%	16%	48%	30%
2020	36%	28%	39%	28%	23%	21%	28%
2019	27%	22%	38%	19%	23%	17%	24%
2018	27%	27%	29%	25%	30%	20%	26%
2017	33%	59%	33%	24%	23%	47%	37%

IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	33%	22%	31%	32%	28%	39%	30%
2020	34%	22%	25%	36%	31%	37%	30%
2019	39%	21%	30%	35%	23%	31%	28%
2018	38%	27%	26%	30%	25%	34%	28%
2017	45%	32%	18%	32%	36%	39%	31%

Graduation Rate - White Non-Hispanic

IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	35%	20%	20%	11%	29%	38%	24%
2020	38%	11%	18%	67%	25%	23%	29%
2019	30%	10%	20%	20%	10%	10%	14%
2018	34%	20%	0%	18%	38%	67%	29%
2017	31%	63%	33%	11%	7%	25%	28%

Graduation Rate - Two or More Races

IPEDS Reporting Year	SWOCC	Blue Mountain	Klamath	Treasure Valley	College of the Siskiyous	Grays Harbor	Peer Average
2021	27%	14%	38%	0%	67%	45%	33%
2020	0%	27%	20%	63%	50%	43%	41%
2019	50%	0%	0%	20%	13%	50%	17%
2018	50%	0%	20%	75%	0%	50%	29%
2017	39%		40%	75%	29%	50%	49%

Graduation Rate - Race/Ethnicity Unknown

Program Review
Cycle for Continuous Improvement

Southwestern Oregon Community College

Table of Contents

Southwestern Oregon Community College
Program Review

Program Review Template and Guidelines

The remaining parts of this document should guide the Program Review Team through each of the important sections of the Program Review report. Teams may use this document as a template. These guidelines provide suggestions, though the Team may choose to include different or additional evidence.

Program Name: Welding and Fabrication

Program Review Team: Chelsea Clemens- Lead Welding Faculty, Duncan Cooper-Welding Faculty, Les Garaventa- Part time Machine tool Faculty, Alisha Lund-Assessment specialist, Dr. Dan Koopman-Dean of CTE

Date of Report: 3/1/2022

Years Being Reviewed:

- ☒ 2018-19
- ☐ 2019-20
- ☒ 2020-21
- ☒ 2021-22

Program Overview

Use this section to describe the program purpose, mission, and goals. Explain how the program enables Southwestern to fulfill its mission, values, vision, and strategic priorities.

The Welding and Fabrication program here at Southwestern Oregon Community College provides hands-on training for entry-level employment and offers technical knowledge, and skills for career advancement. The program prepares students for manufacturing employment opportunities in the industry, private enterprises, and self-advancement in the welding and fabrication fields.

The welding program instills the basics in SMAW, FCAW, GMAW, and GTAW in addition, to oxyacetylene cutting/welding, Plasma arc cutting, and carbon arc cutting/gouging. Students are encouraged to take industry-recognized welding qualifications at the end of the winter term of the first year and again at the end of the spring term of the second year. These qualifications are acknowledged by the America Welding Society (AWS) and are in accordance with the AWS D1.1 structural steel code.

The welding program endeavors to expand its current class offerings to accommodate students that wish to participate in athletics, and/or have scheduling obstacles that limit potential students entering the program.

This would include adding second-afternoon sections to the schedule for the first-year students. The program also wishes to refresh its curriculum to reflect changes in the industry and faculty expertise.

The Welding Program fulfills the college's mission statement by helping students reach their personal and academic goals by encouraging them to always keep learning and by practicing to obtain the best quality of craftsmanship to take into the welding Industry.

Include in this narrative:
- ☒ Program Purpose:
- ☒ Mission: Skip if no separate mission statement exists for the program.
- ☒ Goals: List the overall program goals that are separate from the learning outcomes.
- ☒ How the program fulfills the mission at Southwestern (briefly):

Southwestern fulfills the educational and cultural needs of our diverse communities by providing equitable access to exceptional teaching and learning in a collaborative, engaging, sustainable environment, which supports innovation, lifelong enrichment, and contribution to global society. (Adopted Dec. 7, 2020)

Program Context

Discuss the local and regional industry related to the program and the labor market conditions that may influence the program. Include other contextual information that is relevant to your program, such as social or economic conditions, or conditions specific to Southwestern. Sources such as the Census, EMSI Career Coach, Department of Labor, professional and industry associations, the Program Advisory Committee, and Oregon Revenue Forecasts, may provide crucial information to describe the program context.

The welding industry within our region consists of marine fabrication/repair, Logging/forestry equipment repair, and small job shops that do custom fabrication/repairs. These businesses are the bread and butter for our students, giving them entry-level jobs in shipyards, lumber mills, auto shops and small fabrication shops.

The local industry has been unchanged in the last four years apart from downsizing for some companies such as, Georgia Pacific, Sause Bros, and Giddings boat works. These companies have seen facilities shutdowns and employee layoffs, making entry-level employment harder to find for our graduates.

Other employers such as Wahl Marine and McGowne Ironworks have made massive expansions to their facilities and by increasing the number of welders they employ. These companies have employed past graduates and we hope they will continue to do support the program in this way.

According to the US Bureau of labor statistics, Welders, Cutters, Brazers, and Solderers will grow 8 percent from the years 2020 to 2030 with about 49,000 job openings projected per year for the decade. This is due to a substantial number of workers becoming eligible for retirement and not enough workers coming into the field to fulfill the need.

According to EMSI our local southwestern regional area has shown an increase of 19 jobs over the last four years and is predicted grow another 18 jobs by the year 2026.
Below shows our local, state, and national growth of jobs for a welder, cutter and machinist

Local and Regional Growth of Employment for Welders and Machinist

	Southwestern District	National Average	3 County Region	6 County Region	Oregon
2026 Jobs	142	171	320	1,529	8,905
2022 Jobs	124	172	278	1,519	8,808
2018 Jobs	105	173	237	1,510	8,710

■ 2026 Jobs ■ 2022 Jobs ■ 2018 Jobs
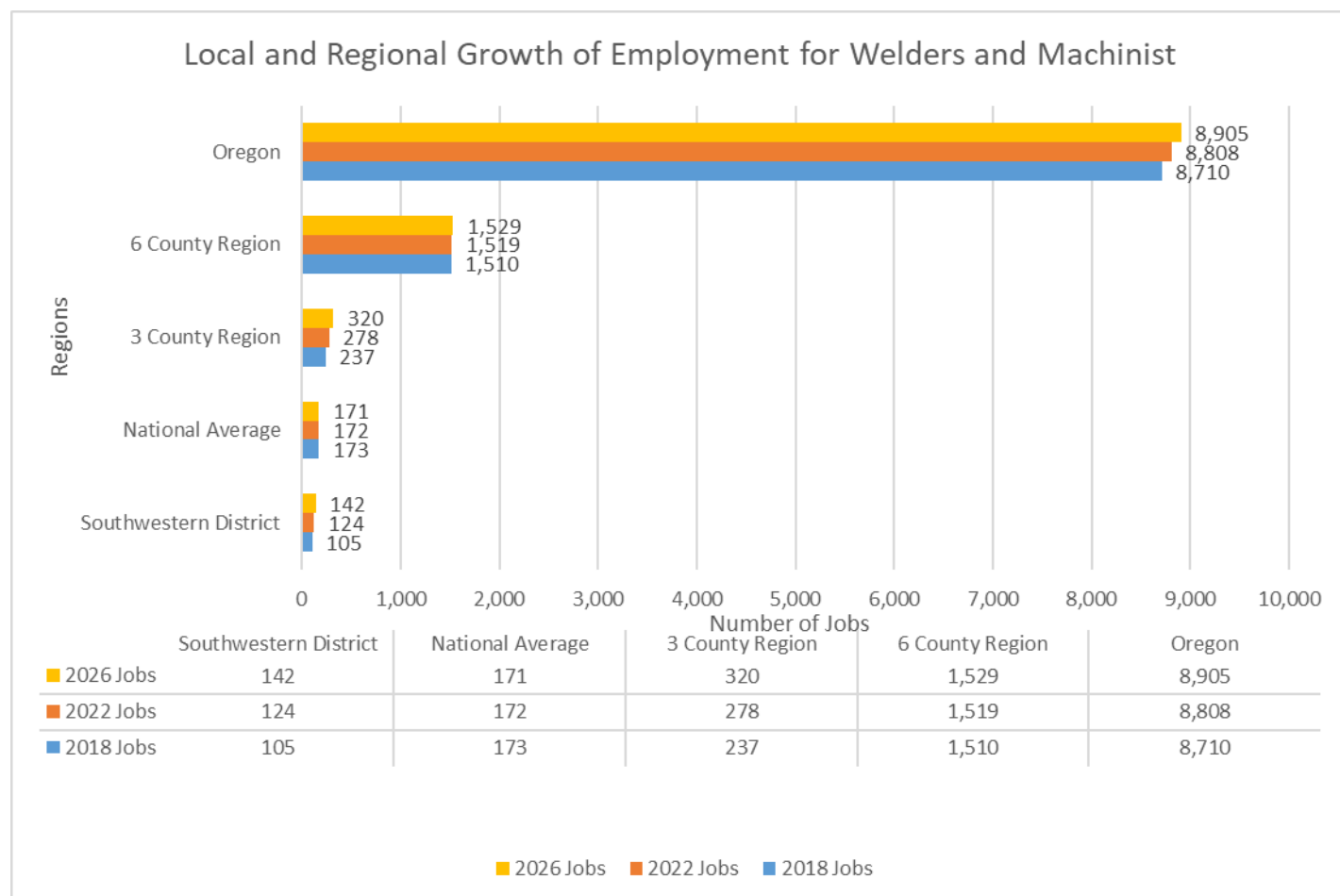
Welding technology is always adapting and keeping the program up to date is always a challenge. We have been lucky to benefit from several grants over the years that have made updating old or antiquated equipment possible. We have been able to add 3 new manual lathes and 1 new vertical mill to our machine shop, and we are expecting to add 2 more lathes and retrofit two mills by the end of the 2021-2022 year. We are currently working on eliminating surplus equipment that is unused or outdated to give more space in the shop and to make room for the new equipment.

We also hope to replace our old CNC plasma table through the Perkins grant, which will allow us to keep in alignment with local industries that use these tables.

In this narrative include:
- ☒ Recent changes and trends in working conditions for program graduates
- ☒ Regional demographic changes that will influence the need for program graduates in ☐ the local area, in the region or state, and beyond (as appropriate)

☒ Changes in technology, infrastructure, public policies, or working conditions that will influence the skills needed by program graduates

☒ Other relevant contextual information

Program Developments

Describe important developments since the most recent program review.

The welding program faced a major change starting in fall of 2018 when the lead welding faculty retired early and was not replaced. This led to a decrease in the amount of course offerings to students entering the program. Where we were once able to accommodate students with obstacles in their schedules, like family or athletics, we now are limited to only one offering of each course. This has also led to challenges for the faculty, whom are trying to absorb the increased workload.

The major changes in the program curriculum since the last review consists of updating course numbers from the old four-digit numbers to three-digit. Due to the changes in faculty, WLD 4153 pipe cert was replaced with WLD 207 GTAW II to allow students more time with the GTAW process. The AAS degree now has three pipe classes WLD105, WLD 201, WLD 204 and two GTAW classes WLD 107, WLD 207. These changes were due to student and advisory board recommendations along with reflecting on faculty expertise in the areas.

From the last program review, a key development has been funding for consumables and steel. We have had price increases and inflation on all our consumables (gas, welding rods, cutting tips, etc.) and steel with a massive increase this last year.

In this narrative include:

☒ Major curricular changes

☒ Changes in resources available for the program

Data and Documentation

This section of the report is subdivided into several subsections: Curriculum, Students, Faculty and Staff, Resources and Support, and Community. In each subsection, provide concrete evidence documenting the current program status, as well as historical information to 2018-19, to look for trends over time. In some sections evidence to examine trends over time may be difficult to identify. Do your best with the available evidence. Use both qualitative and quantitative data. Each subsection includes space for the Team to interpret and evaluate the evidence. Contact the Assessment Specialist for assistance.

Data and Documentation: Curriculum

Include the following evidence to describe the program and its curriculum:

The welding curriculum is designed to be a structural steel program that is aligned with the American Welding Society (AWS) D1.1 structural steel code. The first year of the program is designed to teach the basics in welding theory and machine set-up. The second-year teaches real world applications, while applying the first-year knowledge and adding other areas associated to metalworking i.e., Machining, CAD and mechanical systems.

The program learning outcomes are as follows:

- Set up and operate manual and semi-automatic welding and cutting equipment used in the metal fabrication industry.
- Read and interpret blueprints and American Welding Society standard welding symbols.
- Perform basic layout and fabrication skills to produce welded metal parts and projects.
- Demonstrate ability to fit, layout, and weld pipe in accordance to industry AWS and API standards.
- Perform as a team member and practice skills that reflect professional and ethical behavior in the workplace.

Curriculum Map:

Program Outcomes	Demonstrate ability to fit, layout, and weld pipe in accordance to industry AWS and API standards.	Read and interpret blueprints and American Welding Society standard welding symbols.	Perform basic layout and fabrication skills to produce welded metal parts and projects.	Perform as a team member and practice skills that reflect professional and ethical behavior in the workplace.	Set up and operate manual and semi-automatic welding and cutting equipment used in the metal fabrication industry.
First Year					
WLD 100					X
WLD 101			X		X
WLD 102	X	X	X		
WLD 103					X
WLD 104					X
WLD 105	X		X		
WLD 106		X	X		
WLD 107			X		X
DRFT 105		X			
WLD 150				X	X
WLD 202				X	
WLD 110		X			X
Second Year					
WLD 201	X	X	X		X
WLD 206	X	X			X
MT 101		X		X	
MT 102		X		X	
WLD 203	X	X			X
WLD 4152	X			X	
WLD 210		X			X
WLD 205				X	

WLD 207	X	X		X
MFG 4102		X	X	
MT 103		X	X	
DRFT 112		X	X	

Welding Courses	Description of course	Any Changes to course curriculum	Course format/ location offerings
First Year			
WLD 100	Intro to Welding cutting processes main focus on oxyacetylene cutting, welding safety and proper machine set-up	No major changes to curriculum	Face to face Coos campus Curry campus
WLD 101	Intro to SMAW main focus on 6010/7018 in flat horizontal and vertical up, arc welding safety and proper equipment set-up	No major changes to curriculum	Face to face Coos campus Curry campus
WLD 102	Lab A project-based class covers basic building blocks for fabrication	No major changes to curriculum	Face to face Coos campus Curry campus
WLD 103	Intro to GMAW main focus on short-circuit transfer in all positions	No major changes to curriculum	Face to face Coos campus Curry campus
WLD 104	Intro to FCAW main focus on dual shield/NR211 in all positions	Added back the NR-211 wire to allow students access to a self-shielded FCAW process	Face to face Coos campus Curry campus
WLD 105	Intro to pipe welding with 6010 downhills	Modified delivery of information to ease students into pipe basics	Face to face Coos campus

Welding courses	Description of course	Any changes to curriculum	Course format/ location offerings
WLD 106	Lab B project-based class continues the basic building blocks of fabrication	Added new projects and allowed students to work on own projects	Face to face Coos campus
WLD 107	Intro to GTAW main focus on steel in the flat position, tungsten prep and machine set-up	Changed base metal to steel only to instill better eye-hand coordination for more expensive metals	Face to face Coos campus
DRFT 105	Intro to blueprint reading main focus on welding symbols, lines and different view of drawings	Changes to curriculum delivery due to different instructors teaching	Online Coos campus
WLD 150	Welding and joining main focus on different welding electrodes not already focused in WLD 101, 103 and 104	Added stainless 309 308 and 316 electrodes along with eliminating GMAW spray transfer due to equipment shutdown	Face to face Coos campus
WLD 202	Intro to driving a forklift main focus on forklift safety, proper handling and loading, and basic maneuvering when loaded and unloaded	Added obstacle course for students to drive which mimics real world situations	Face to face Coos campus
WLD 110	First year certification class main focus on open root with 6010/7018 and dual shield/NR-211 in the 3G vertical up	Added the NR-211 as a possible qualification/cert for students to achieve	Face to face Coos campus
Welding courses	**Description of course**	**Any changes to curriculum**	**Course format/ location offerings**
Second Year			
WLD 201	Second pipe class main focus on 6" pipe with 6010 downhill in 5G position	No major changes to curriculum	Face to face Coos campus
WLD 206	Second year fabrication class main focus on applying fabrication techniques to real world situations	Added back gouging with strongbacks in the 3G position Pipe outrigger project	Face to face Coos campus
MT 101	Intro to machine tool main focus on machine set-up and caliper reading	Added vertical milling machines and new lathes to curriculum	Face to face Coos campus

MT 102	Continuation of machine tool I main focus on applying machine settings and basic tooling	Added more lathes to shop for threading and milling, drill sharping, and hammer project	Face to face Coos campus
WLD 203	Individual welding projects main focus on students working on their own project with professional quality	Added the requirement of 5 projects with detailed blueprints	Face to face Coos campus
WLD 4152	This is the final pipe class with the main focus on fitting pipe with 90-degree saddles, 45 laterals and offsets	Added the 4" pipe for fitting due to easier to work with and a little cheaper	Face to face Coos campus
WLD 210	Second year certification prep main focus on student preparing for qualification tests before they leave	Added new qualification test of 4G unlimited for both SMAW and FCAW	Face to face Coos campus
WLD 205	Welding business class main focus on what it takes to run and maintain a welding shop	This course has changed from year to year due to different instructors and method of delivery	Online Coos campus
WLD 207	GTAW advanced welding main focus on nonferrous metals like stainless steel and aluminum	This course was added to the catalog 22-23	Face to face Coos campus
MFG 4102	Intro to Mechanical systems main focus on simple machines, mechanical advantage and how to use it	This course has changed from year to year due to different instructors and methods of delivery	Face to face Coos campus
MT 103	This is the specific elective for the AAS degree and the project-based machine tool class	This course has not been taught the last two years due to students taking other electives	Face to face Coos campus
DRFT 112	This is a specific elective for the AAS degree and intro to CAD drafting covering the basics in solid works	This course has changed from year to year due to different instructors and method of delivery	Online Coos campus

We are associated with the American Welding Society (AWS) and primarily work out of the D1.1 structural steel codebook. We are also in alignment with the American Petroleum Institute (API) and use the 1104 welding of pipelines and related facilities. These groups do not require any accreditation or license to operate but a knowledge of the codes is helpful when using. For

qualification tests, a certified welding inspector is needed to complete any qualification tests for students or employers.

- ☒ Brief program summary
- ☒ Curriculum map documenting the link between program learning outcomes and courses
- ☒ Program learning outcomes
- ☒ Brief description of courses, along with documentation and reflection discussing changes in the courses, and alignment with preceding and following courses
- ☒ Summary of course format and/or location offerings (e.g., Curry, online)
- ☐ ~~Note service-learning and other important course attributes~~
- ☐ ~~Program-specific articulation and transfer agreements~~
- ☒ External curricular requirements, such as licenses and accreditation

Reflection on Curriculum
How well does the curriculum reflect the local community needs? How well does it align with industry and professional standards? How has the community or industry changed since the curriculum was last modified?

The welding curriculum is currently in a transitioning phase by adding new faculty to the pool and with the addition of the curry campus welding courses. We have been adjusting to a new shop down in Curry that does not have access to certain equipment we have on the Coos Bay campus. We are also working on reorganizing the AAS degree to match the sequence of classes better for the students and to keep the curriculum relevant to the industry and student needs. The current AAS degree has a heavy emphasis on industrial pipeline welding, which does not match our local industry or student needs. We have started to restructure the curriculum by replacing the fourth pipe course with a second GTAW course to improve the student's understanding and skills with GTAW. We hope to continue to reorganize and restructure the curriculum as we move forward with help from our local advisory committee.

Currently, courses require students to learn design manually but do not also embed CAD software, an essential industry standard most students will use on the job.

- ☒ Summarize key reflections about the curriculum in one paragraph

Data and Documentation: Students
The Assessment Specialist will help the Program Review Team obtain student enrollment and completion data. Include the following evidence to describe students' participation and achievement in the program:
- Enrollment – from IE
- Course completion – from IE
- Program completion – from IE
- Transfer – from IE
- Employment – may use qualitative data from Advisory Committee, alumni, or other evidence
- Learning outcomes – from Faculty Program Assessment Plans and Reports
- Satisfaction – course evaluations, other evidence

Where available, and especially for course and program completion, data should be disaggregated by important demographic indicators. Some populations of students who attend Southwestern in small numbers may need to be discussed narratively to avoid identifying specific students. Demographic indicators should include:

- First-time/first-year students
- Sex
- Age
- Race/Ethnicity
- Full-time/part-time enrolment
- Financial aid
- Location

Student Enrollment, Transfer, Completion
Include:

During pandemic the welding student enrollment was reduced due to the number of students allowed to safely be in the classroom. We went from 25 students in a classroom to 12 students able to sit 6 feet apart. The welding program traditionally suffers from attrition but the limitation of the number of students severely impacted our enrollments.
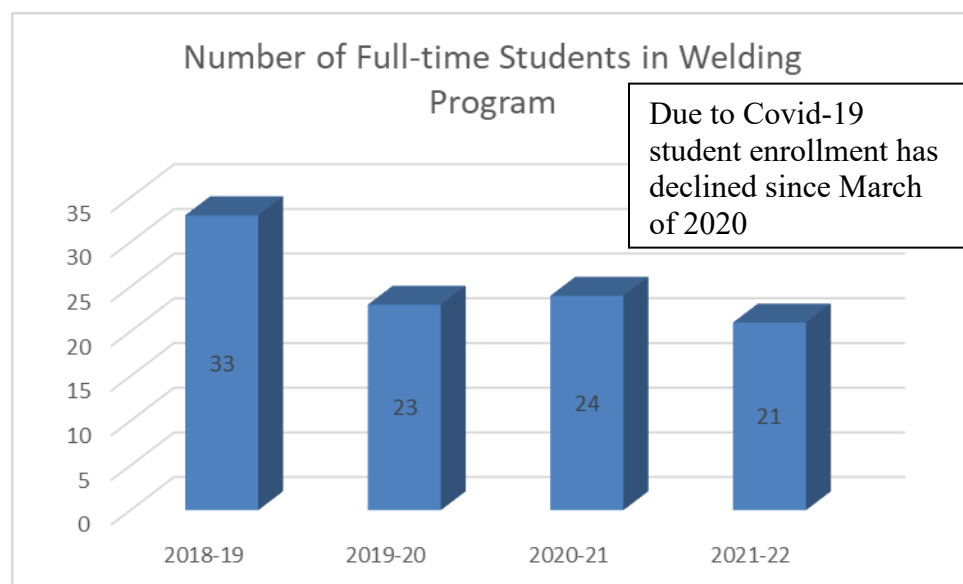
The welding program is striving to include all parties interested in welding but getting a more diverse student population is always a challenge. Below is a graph representing the completion rates of students based on their ethnic groups. There is some fluctuation in the different groups but the average percent of completion over the last four years is 74% for all groups.
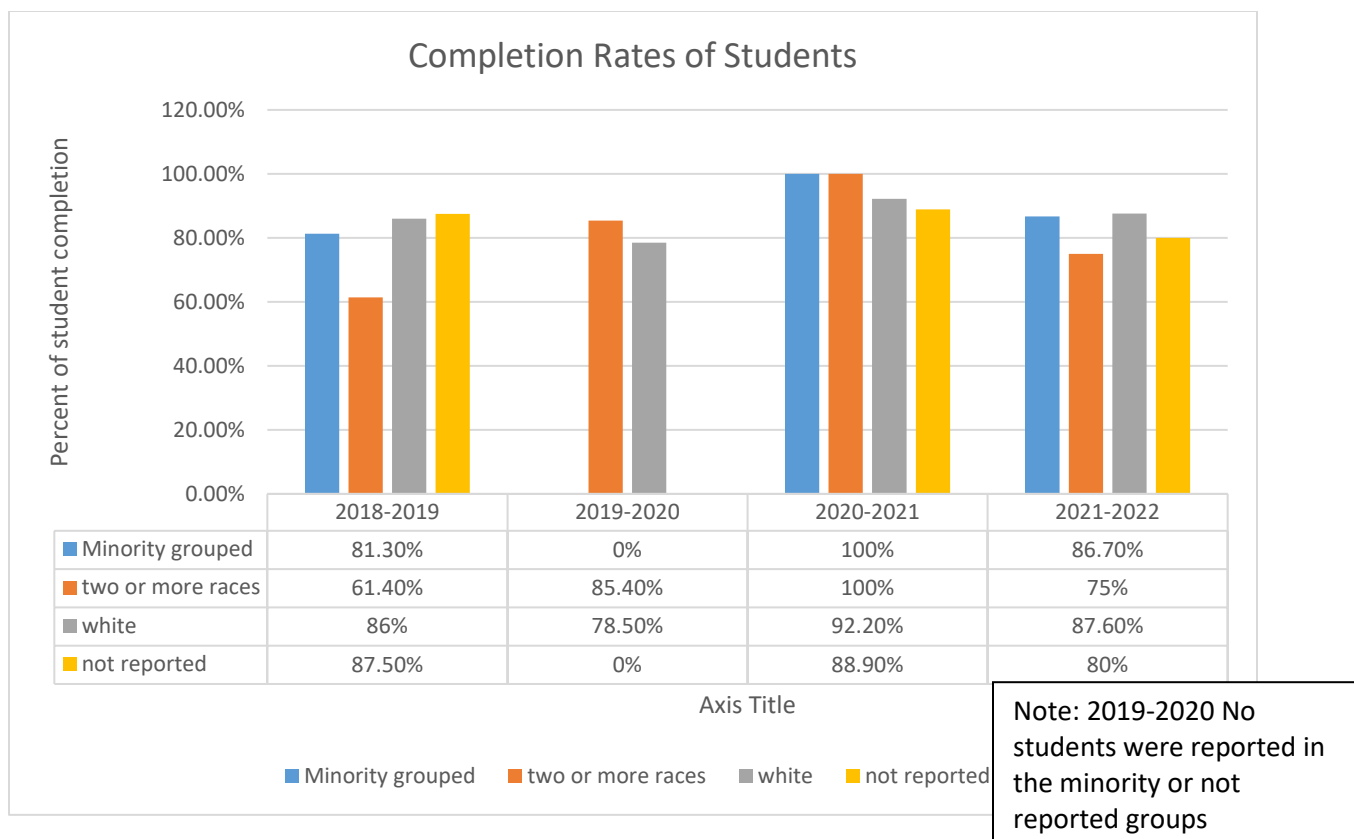
Completion Rates of Students

	2018-2019	2019-2020	2020-2021	2021-2022
Minority grouped	81.30%	0%	100%	86.70%
two or more races	61.40%	85.40%	100%	75%
white	86%	78.50%	92.20%	87.60%
not reported	87.50%	0%	88.90%	80%

Axis Title

Note: 2019-2020 No students were reported in the minority or not reported groups

☐ Demographic data table(s) or summarize narratively, as appropriate to the student pool. Note that tables with cell values < 10 must be suppressed to protect student identity.
☐ Identify one to two demographic indicators that suggest a program success, and
☐ Identify one to two demographic indicators that suggest some students may be struggling or not as well served as other students.
☐ Present the results in a graph to provide a visual snapshot of these findings.

Contact the Assessment Specialist for assistance.

Student Learning:
List each of the program learning outcomes. Use the Faculty Program Assessment Plans, Faculty Program Assessment Reports, and other sources of information to identify which of the learning outcomes were assessed during the academic year, how they were assessed, and the results of the assessments, including any changes to the course, teaching-and-learning, or to the program. Among the learning outcomes that were assessed, did you learn what you need to know to make decisions? Which outcomes could be either measured more effectively by faculty, or achieved more proficiently by students?

Program Learning Outcomes	Assessment Processes and Tools	Assessment Results and Subsequent Changes
Set up and operate manual and semi-automatic welding	Machine set-up is assessed in the first-year welding courses	Most students are proficient at achieving the machine set-

and cutting equipment used in the metal fabrication industry	Students have to physically set-up and tear down equipment using proper protocol Assessed through a rubric	up outcome. Changes are: I now have students individually demonstrate the set-up of each process at the end of the course.
Perform basic layout and fabrication skills to produce welded metal parts and projects	This is first assessed spring term of the first year. Assessed through a rubric	Students have been struggling with achieving proficiency, most students are achieving acceptable proficiency by the end of first year. Changes are: creating more individual fabrication projects for students to practice.
Read and interpret blueprints and American Welding Society standard welding symbols.	First assessed first term of first year students learn about welding symbols and how to interpret them. Assessed through rubric	This starts in the very first term and continues through to the completion of the first year. I am still working on getting more assessments set-up to track students' achievement of this outcome.
Perform as a team member and practice skills that reflect professional and ethical behavior in the workplace.	The first-year team project is assessed in the spring term with a group midterm project, this is assessed through a report from each student. Assessed again in second year pipe III class with a welding pipe project. Assessed through rubric	Students do well with group projects and achieve proficiency in the first year. Changes are: adding a group project in pipe III course.
Demonstrate ability to fit, layout, and weld pipe in accordance to industry AWS and API standards.	First assessed in the fall of second year during the Pipe II course. Assessed using a rubric	Students struggle to achieve proficiency in this outcome. I have been working on adjusting curriculum to give the students more practice and help setting up a better method for fitting and welding pipe in fixed positions. Still a work in progress.

Reflections on Students

Which populations of students seem to be served well by the program? Which populations of students might be lagging in enrollment, completion, and satisfaction relative to the surrounding community or other programs? Why might that be? What additional information or data would help you to understand and explain the story of the program's students?

The primary population of students who have been best served by the welding program are white males, largely in the 18-24 age range. This is the traditionally seen demographic in the welding field but it has been slowly changing over the last decade. We have been seeing a slow increase in females and other minorities over the last four years, but we hope to continue to expand as our local populous will allow. This is not just a local demographic dilemma but a national, according to the American Welding Society (AWS) only 5% of the nation's welders are female and only 30% are non-white or multiple races.

https://weldingworkforcedata.com/
☒ Summarize key reflections about students in one paragraph

Data and Documentation: Faculty and Staff
Include the following evidence to describe the faculty and staff that are a part of the program, including their contributions to Southwestern and to the profession, as well as the resources and support available to them.
The welding program consists of two full time welding faculty, and one part-time machine tool faculty, along with two welding lab assistants. The addition of the second full time welding faculty was added Winter term of 2022 and was funded through a four-year department of labor grant. The addition of this second faculty member has allowed the program to offer second sections of first year classes to enable more students to enroll in the welding program.
The welding program underwent a major change in faculty Fall of 2018, when the current faculty lead retired suddenly due to health reasons. This put a major hardship on the welding programs one remaining faculty member. This position remained unfilled until Winter term of 2022 when the college was able to employ a second welding faculty member through the DOL grant.

 Chelsea Clemens has started her eight-year teaching welding here at Southwestern. She has an AAS also from Southwestern in welding and fabrication, and currently holds her certified welding educator and inspector cards through the American Welding Society (AWS) Chelsea was able to obtain her AWS welding educator and inspector cards through Perkins Professional development in 2017.

Duncan Cooper was newly hired last Winter term and has completed his first year teaching this last fall term. He has mostly completed his AAS from Southwestern in Welding and fabrication and brings a lot of valuable knowledge about CNC and 3D printing to the welding program.

Les Garaventa is the part-time Machine tool instructor who is a retired professor from Truckee Meadows community college in Nevada. He has been with us for seven years and has brought with him much appreciated knowledge of machining to Southwestern. Professor Garaventa plans to retire from Southwestern within the next three years.

Include:
- ☐ Full-time and part-time faculty (numbers, specializations)
- ☐ Professional Service and scholarly activities such as special projects, grants, professional associations, publications, presentations
- ☐ Faculty development such as departmental activities, conferences, training, and coursework in which faculty have participated

☐ Other important opportunities and resources for faculty

Reflections on Faculty and Staff
What are the strengths the faculty and staff bring to the program? To what extent do faculty take advantage of resources and opportunities? Why might faculty take advantage of some opportunities, but not others? To what extent do the faculty reflect the students? The surrounding community? What might strengthen the faculty's capacity to serve Southwestern's constituency? What additional information or data would help you to understand and explain the story of the program's faculty?

It has been a difficult last four years for the welding program due to its loss of a faculty member and Covid-19, but with it back up to two full time faculty members, this will allow the program to carry on with modernization of the curriculum and equipment. This is a priority of the faculty to get the welding shop and its curriculum to match what the faculty and students need in terms of happy health work environment.

☐ Summarize key reflections about faculty in one paragraph.

Data and Documentation: Resources and Support
Include the following evidence to describe the resources and support for the program, including financial, physical, infrastructure, and college resources that are available to the program.
Maintenance plan
Inventory

The welding program is a very expensive program to run successfully; the cost of the materials and equipment has been ever increasing over the last four years. The annual budget allotted for the welding and machining courses is $23,312 but with the increase in the cost of steel starting in 2020, this budget is barely enough to keep this program going. Along with increased cost of steel, welding consumables such as welding rod, filler metals and shielding gases have all increased and the welding budget has remained the same for the last eight years.

The chart below shows the fluctuations of construction materials for October 2021 and the year, showing an increase of 101.5% in a 12-month period for iron and steel. It also shows that for steel mill products that are used by welders had a 141.6% increase over a 12-month period in 2021.

Producer Price Index, October 2021

	1-Month % Change	12-Month % Change
Inputs to Construction	1.5%	21.1%
Inputs to Nonresidential Construction	1.4%	22.3%
Plumbing Fixtures and Fittings	0.4%	3.3%
Fabricated Structural Metal Products	1.8%	38.8%
Iron and Steel	3.7%	101.5%
Steel Mill Products	4.8%	141.6%
Nonferrous Wire and Cable	1.0%	31.3%
Softwood Lumber	7.3%	-19.5%
Concrete Products	1.0%	6.4%
Prepared Asphalt, Tar Roofing & Siding Products	0.3%	17.7%
Crude Petroleum	16.6%	116.9%
Natural Gas	33.7%	231.3%
Unprocessed Energy Materials	23.3%	135.5%

Source: U.S. Bureau of Labor Statistics

https://www.abc.org/News-Media/News-Releases/entryid/19097/construction-input-prices-see-largest-monthly-increase-since-june-says-abc
https://fred.stlouisfed.org/series/WPU101707

With this increased cost of raw materials, the shop also has innumerable maintenance/repair needs that have been put off for several years due to the lack of funds to properly restore/repair to full use. This will lead to a shorter life span on equipment and an increase in the cost of the program.

Students have been trained to use all materials to the fullest extent to ease the cost of increased prices but we are limited on how far we can stretch a piece of steel. The program has also been relying on a stockpile of metal that was purchased in past years but we have not been able to replace it.

This year the welding program is up for a marketing facelift to help increase enrollment with flyers, social media, and a web page on the *SOCC.edu* page.

Below is a graph showing the number of students who are using financial aid and those that are paying out of pocket for the courses.

Welding Students Using Financial Aid

Year	Financial assistance	No assistance
2018-2019	28	22
2019-2022	28	12
2020-2021	14	15
2021-2022	27	12

Number of students (y-axis: 0–30)
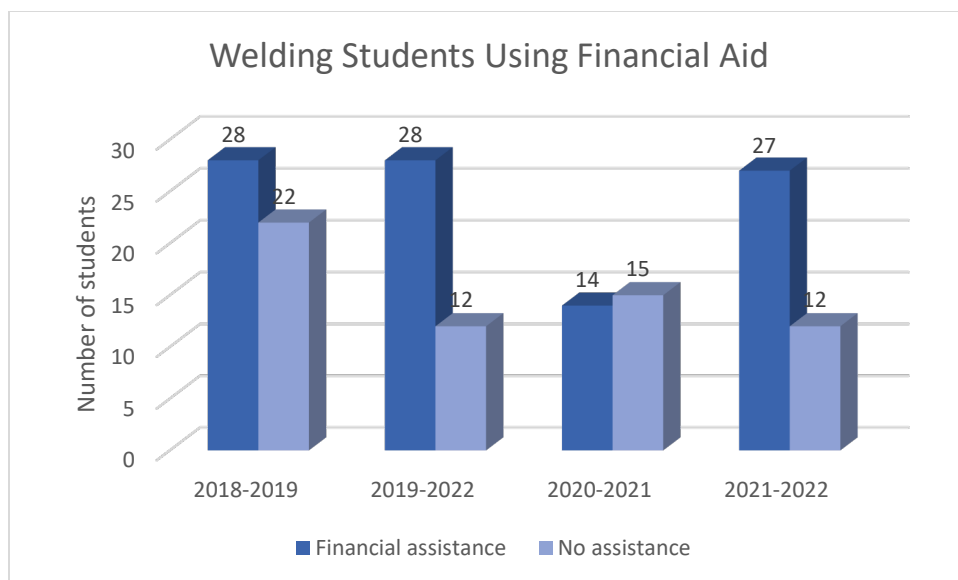
The welding program has no welding specific scholarship or tuition waivers other than the foundation scholarships and federal assistance available to all students attending Southwestern.

- ☐ Financial resources (summary budget)
- ☒ Program-specific scholarships or aid
- ☐ Instructional and learning resources
- ☒ Facilities, equipment, technology, and other infrastructure
- ☐ Marketing and recruiting – departmental resources, and from Southwestern recruitment and admissions
- ☐ Advising – departmental resources, and from Southwestern's Advising Center

Reflections on Resources and Support

To what extent do the financial, physical, and other resources support the curriculum? The students? The faculty? What resources might need to be reinforced to strengthen enrollment, program delivery, and completion? Why might some available resources support the program better than others? What mission-critical resources might be missing altogether? What additional information or data would help you to understand and explain the program's resources?

With the demand of welders in the workforce I see the welding program as an asset to the college, but only if we invest in this program. Having constant lack of funds for materials and equipment that doesn't function properly, does not reflect well on the college. I would like to see an increase to the budget for materials and a new position to be created as a full-time welding maintenance personnel that would be well versed in equipment repair, electrical, hydraulics, and maintenance records. This would release faculty from needing to worry about whether they have time or the expertise to tear apart equipment because it keeps tripping the breaker.

☐ Summarize key reflections about program resources in one paragraph

Data and Documentation: Community

For each of the following community categories identify the participants, describe specific benefits the program has received through the relationship, and changes that have been made to the program as a result of the relationship:

It is a difficult task to get input and feedback from our local welders and community members to participate in our advisory committee. It seems welders are either too busy running their own businesses or do not feel it is worth their time to participate in these meetings. During the Covid-19 shutdown we didn't hold face-to-face meeting but did offer the zoom meeting option. This was not successful with the welding community and only resulted in one community member participating in the meeting.

We have since then resumed having face-to-face meeting for our advisory committee but have not been successful in getting more individuals to participate. We have been including our local in-district high school in our advisory committee in hopes of helping to better align our programs and to get more community interested in our program.

We have partnered with Sause Bros. Ocean towing to have students who show interest in welding and staying local, to work and go to school. Sause employs the students part-time and gives the students opportunities to experience on the job training. We have only had one student successfully complete this sponsorship.

We have maintained working with our local high school shop teachers by staying active in our Perkins consortium and advisory committee. We have done shop tours with the instructors and with the students and share our syllabi and course materials as much as possible.

☒ Advisory Committee (individuals and organization, active participants)
☒ Community and industry partnerships
☒ PK-12 school partnerships
☒ Other types of community-based relationships

Reflections on Community

How well is the program grounded in the community? To what extent are the partnerships a benefit to the program? Which partnerships could be strengthened or might be missing altogether? What could they provide for the program? What additional information or data would help you to understand the story of the program's community?

It is our goal in the welding program to strengthen the advisory committee to include more local industry partners and community members. We hope to do this by reaching out to companies via face-to-face communication and outreach. This will be easier to do now that faculty has been brought back up to two full time instructors. We would also like to reach out to past students in the local, as well as, close proximity to our region.

☒ Summarize key reflections about the community in one paragraph

Reflections and Analysis

Summarize and reflect on the results of the Team's findings.

The Welding program has experienced a number of transitions, in faculty, in enrollment, in resources, and in community engagement. The pandemic and associated economic changes have been especially difficult in maintaining adequate materials and supplies, and in garnering meaningful, and ongoing input from local employers to participate in the advisory committee. The program needs both a physical and a metaphorical "cleaning of the shop."

Some of the transitions have been assets for the program. While the loss of a faculty member reduced the number of course offerings, the addition of new faculty brought new skills and new opportunities to match the courses and program overall better to local employer needs. The entire program is delivered as if on-the-job training, including advising and course policies to teach soft skills as they might experience them in the workforce, but in a low-risk environment. Embedding CAD into the curriculum will improve students' job readiness even more. More than anything, the faculty are student-centered, and both teach and advise through a strong, positive relationship with students.

Pandemic-related enrollment drops have led to an opportunity to recruit and accommodate more diverse students. Currently, Welding students are eligible to receive additional scholarship funding through a special initiative at the SWOCC Foundation. Increases in enrollments need to be accompanied by regular monitoring to reflect on how well the program is attracting and serving female-identified students and students of color, as well as students such as athletes, and out-of-district and out-of-state students.

The increase in the cost of materials and supplies, coupled with the backlog of inventory maintenance in the shop poses a considerable challenge in the upcoming years. The existing stock of materials will be exhausted, and the program will not be able to continue to operate effectively without replacing it. Developing a purchasing schedule may stabilize program expenses, and changing vendors may help to reduce some of the costs. The shop equipment has not been well-maintained in recent years, with much of the task falling to adjunct faculty when time allows. The impending retirement of the program's skilled adjunct will create further challenges in maintaining current equipment and managing the inventory of outdated equipment. An equipment maintenance plan is needed to prioritize and schedule active, urgent, and deferred maintenance. Creating and managing inventory and maintenance plans, and re-engaging the advisory committee support program sustainability.

Limited employer participation in the program's advisory committee is a challenge in ensuring community buy-in, currency of the curriculum, and supporting a broad entry point for students into the local workforce. Faculty will work with college resources to develop a plan to re-engage the advisory committee to provide effective leadership for the program.

This new sequence of program transitions will focus on Southwestern's mission. These proposed changes will ensure the program provides equitable access to exceptional welding

education that meets the needs of the community and provides learners with current skills for successful entry and participation in the workforce.

Use this narrative to answer each of the following questions:

- ☐ What is the overall story of the program as told by the evidence?
- ☐ What are the internal strengths?
- ☐ What are the internal weaknesses?
- ☐ What are the external opportunities?
- ☐ What are the external challenges?
- ☐ How can the internal weakness be turned into strengths?
- ☐ How can the external challenges be leveraged into opportunities?
- ☐ Which parts of Southwestern's constituency could be better served by the program?
- ☐ How well does the program fulfill the mission, vision, values, and strategic priorities of Southwestern Oregon Community College?

Action Plan

Identify at least two, but no more than four, strategic program activities to implement over the next four years, based on the results of the Team's analysis and reflections. Use the planning worksheet to describe the intended outcomes, timeline, resources, participants, and evaluation required for each of the major activities. The Team should present the findings and discuss the action plan with the Program Advisory Committee, or other external partner suitable to provide insights, such as an ad hoc committee or colleague(s) from an articulated or transfer program. After synthesizing feedback from the Advisory Committee and finalizing the action plan, submit the Program Review report to the Vice President of Instruction and to the Assessment Specialist. The artifacts described in the action plan should be the Team's guide to evidence that will be needed in the next program review cycle.

Activity	Timeline and Champion	Required Resources	Collaborators	Status Update
Briefly describe the activity, intended outcomes and evidence of success	Owner/Lead Start Date End Date	Projected costs, equipment, software, staff, and impact on other departments		Record progress
Activity 1: Create M/S inventory and replacement schedule	Chelsea Clemens Start: March 1 End: fall term	Staff	Duncan Cooper Les Garaventa	Starting
SWOCC Strategic Priority	❑ Student Success	X Enrollment ❑ Equity ❑ Capital		❑ Technology
1.1 Inventory existing M/S stock and identify annual need	Chelsea Clemens	Staff	Lab assistants	Starting
1.2 Itemize estimated costs for each item	Chelsea Clemens	Staff	Lab assistants	Starting
1.3 Prioritize urgent needs, and set replacement schedule for each item	Chelsea Clemens	Staff	Lab Assistants	Starting
Activity 2: Equipment maintenance and replacement schedule	Chelsea Clemens Start: March 1 End: ongoing	Staff, filters, grease and misc. parts	Lab Assistants	Starting

SWOCC Strategic Priority	❏ Student Success	❏ Enrollment	❏ Equity	X Capital	❏ Technology
2.1					
2.2					
2.3					
Activity 3: Create plan to re-engage advisory committee	Chelsea Clemens Start: Spring term End: ongoing	Time to go out and engage with industry/community members	Duncan cooper Dan Koopman	Starting	
SWOCC Strategic Priority	X Student Success	❏ Enrollment	❏ Equity	❏ Capital	❏ Technology
3.1 Meet with dean and garner information and resources available from OOFI	Chelsea Clemens	Staff	Duncan cooper	Starting	
3.2 Contact current/desired advisory team members individually to identify barriers	Chelsea Clemens	Staff	Duncan cooper	Starting	
3.3					
Activity 4: Evaluate curriculum for general structural steel and CAD	Chelsea Clemens Start: Spring term End:	Staff, software	Duncan Cooper Advisory	Starting	
SWOCC Strategic Priority	X Student Success	❏ Enrollment	❏ Equity	❏ Capital	❏ Technology
4.1					
4.2					
4.3					
Activity 5: Monitor recruitment effectiveness in enrollments and outcomes	Chelsea Clemens Start: April 3 End: Ongoing	Staff	Alisha Lund	Starting	
SWOCC Strategic Priority	X Student Success	❏ Enrollment	❏ Equity	❏ Capital	❏ Technology
5.1 Identify data for routine monitoring and set review schedule	Chelsea, Alisha	None, staff time per job expectation		Starting	
3.2 Work with IE to develop easy-to-use access to data	Chelsea, Alisha	None, staff time per job expectation		Starting	
3.3 Review results and determine if action is needed	Dan	None, staff time per job expectation		Starting	

Implementation

Each year, the Program Review Team should meet to review the action plan and to establish goals and a work plan with detailed tasks and a timeline for the upcoming year. Program lead(s) should identify the costs that will be incurred through implementation of the action plan and submit the request to the program Dean or Director through the annual budgeting worksheets. All budget requests must be tied to Southwestern's strategic priorities. The Program Review Team may evolve in accordance with the

needs of the action plan for a given year. Each year, prior to the end of fall term, program lead(s) should provide a half- to one-page summary of progress. The annual summary should include an update on the action plan, as well as changes in student enrollment, program costs and major changes in the industry. Summary updates can be based on anecdotal observations. Changes in enrollment related to the action plan, or that suggest some students may be experiencing new challenges, are especially important to include. Submit the annual update summary to the Vice President of Instruction and to the Assessment Specialist.

Contact:

    Vice President of Instruction
    (541) 888-7417
    Ali.Mageehon@socc.edu
    Assessment Specialist
    (541) 888-7055
    ProgramReview@socc.edu

Program Review
Cycle for Continuous Improvement

Southwestern Oregon Community College

Table of Contents

Southwestern Oregon Community College
Program Review

Program Review Template and Guidelines

The remaining parts of this document should guide the Program Review Team through each of the important sections of the Program Review report. Teams may use this document as a template. These guidelines provide suggestions, though the Team may choose to include different or additional evidence.

Program Name: AAOT Elementary Education, Coos County

Program Review Team: Brenda Jackson, Education Faculty

Date of Report: 11/1/2022

Years Being Reviewed:

☐ 2018-19
☐ 2019-20
☐ 2020-21
☒ 2021-22

Program Overview

Use this section to describe the program purpose, mission, and goals. Explain how the program enables Southwestern to fulfill its mission, values, vision, and strategic priorities.

The Elementary Education Program at Southwestern Oregon Community College consists of two programs: The Associate of Arts, Oregon Transfer in Elementary Education (Elementary Education AAOT); and the program it has replaced: The Elementary of Education, Associate of Science. Both programs are taught online.

The Elementary Education AAOT (EE AAOT) is a prescriptive degree that identifies the optimal and specific set of community college courses students need to take to transfer efficiently into an Elementary Education program at Oregon universities.

The Elementary Education, Associate of Science degree is articulated with SOU's Bachelor of Science (BS) in Elementary Education program. The SOU/SWOCC satellite program has required courses for SOU embedded in it. These include foundational courses, professional education courses, specific general education courses, as well as field experiences to prepare graduates to enter most elementary education degree programs. This has allowed students to stay in the region while earning a bachelor's degree towards teacher licensure.

The Education Program fulfills Southwestern' s mission to lead and inspire lifelong learning because it provides students with a rewarding career path as future leaders in education.

Include in this narrative:
- ☒ Program Purpose:
- ☒ Mission: Skip if no separate mission statement exists for the program.
- ☒ Goals: List the overall program goals that are separate from the learning outcomes.
- ☒ How the program fulfills the mission at Southwestern (briefly):

Southwestern fulfills the educational and cultural needs of our diverse communities by providing equitable access to exceptional teaching and learning in a collaborative, engaging, sustainable environment, which supports innovation, lifelong enrichment, and contribution to global society. (Adopted Dec. 7, 2020)

Program Context

Discuss the local and regional industry related to the program and the labor market conditions that may influence the program. Include other contextual information that is relevant to your program, such as social or economic conditions, or conditions specific to Southwestern. Sources such as the Census, EMSI Career Coach, Department of Labor, professional and industry associations, the Program Advisory Committee, and Oregon Revenue Forecasts, may provide crucial information to describe the program context.

Public primary and secondary education were hit hard by Covid 19. According to a report by the State of Oregon Labor Department (July 2022), Pre-COVID there were 81,194 workers in Oregon whose industry of highest earnings was in public elementary and secondary education. Of the 2019 cohort, only 62,822 (77%) were still employed at public schools in Oregon two years later in the fall of 2021. This was largely due to retirements and workers not returning to the industry post pandemic. (Elementary and Secondary Education Workers: Pre-COVID to Reopening - Article Display Content - QualityInfo). Analysis from Lightcast labor market data indicate that between 2019 just prior to the start of the pandemic, and its waning period in 2022, communities in Southwestern's service district experienced a six percent increase in jobs available for elementary school teachers—a well-paying job at an estimated $52,212 median earnings in the area.

According to a survey of National Education Association members, some of the issues facing educators are stress from the coronavirus pandemic, student absences due to COVID-19, more work from unfilled job openings, low pay, and student behavior issues. Figures from The Ford Family Foundation suggest teachers in Southwestern Oregon need to be prepared to support young learners with higher rates of social needs than other areas of the state.

	Coos	Curry	Douglas	Oregon
Food Insecurity	15.2%	13.8%	14.0%	11.5%
Child Poverty	23.2%	14.7%	18.6%	15.0%
Foster Care (per 1,000)	13.6	11.7	17.4	7.3
Kindergarten Ready (letter sounds)	5.9/26	5.5/26	6.2 / 26	7.7
3rd Grade Reading	42.5%	41.2%	40.8%	46.5%

5-year HS Graduation Rate	70.2%	79.2%	71.5%	83.0%

Key Community and Education Measures for Southwestern's Region

The Ford Family Foundation. (2022, August 1). Oregon by the Numbers: Key measures for oregon and its counties. https://www.tfff.org/sites/default/files/OBTN_2022_101022-Digital.pdf
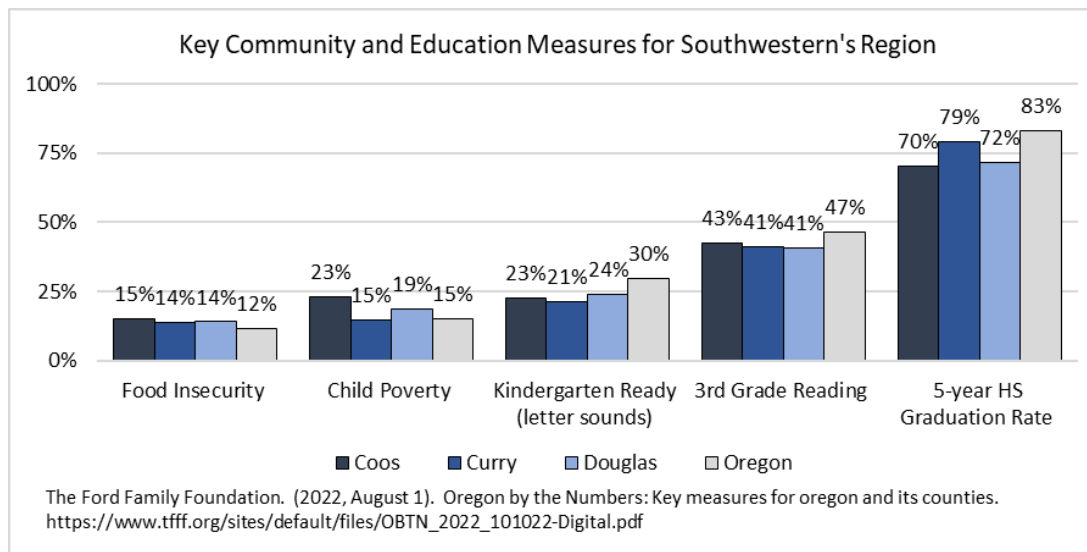
An employment by industry forecast shows educational services growing slowly by one percent over the next several years or roughly 1,000 jobs per year. (State of Oregon: Economic analysis - Economic and revenue forecasts) Locally, the South Coast region has been hit hard by shortages, particularly in substitute teaching. To address teacher shortages, Southern Oregon Education Service District (SOESD) dispersed $120,350 obtained in partnership with higher education partners from the Oregon Department of Education Grow Your Own (GYO) Grant for Teacher Pathway Partnership programs that encourage the growth and sustainability of educators in Oregon.

This program is intended to recruit and retain teachers from diverse populations and create conditions where the diversity of student demographics is reflected in Oregon's schools. To date in Southern Oregon, the culturally and linguistically diverse pipeline programs have graduated 77 students, 85% of whom have progressed to college, with nine either currently enrolled or progressing towards SOU's teacher preparation program.

For candidates in remote and rural locations, SOU satellite program built upon an articulation agreement with Southwestern Oregon Community College to enable candidates to "transfer without relocating." Satellite candidates complete half their coursework and all clinical field experiences within their local communities. In-person coursework at SOU is limited to one Saturday a month with subsidized accommodation available. Currently there are 7 students at Southwestern who each receive $2000 per term from the GYO Grant.

Find attached to this document the matrix between Southwestern/SOU.

In this narrative include:
- ☒ Recent changes and trends in working conditions for program graduates
- ☐ Regional demographic changes that will influence the need for program graduates in ☐ the local area, in the region or state, and beyond (as appropriate)

☒ Changes in technology, infrastructure, public policies, or working conditions that will influence the skills needed by program graduates

☒ Other relevant contextual information

Program Developments

Describe important developments since the most recent program review.

In 2017, Oregon passed House Bill 2998. House Bill 2998 required colleges to work on statewide articulation agreements for several disciplines. One of the first was a Major Transfer Map (MTM) in Elementary Education that identified community college courses needed to transfer to any Oregon public university as a junior. Further, the MTM template used was used as a framework for future statewide articulation agreements between all 17 Community Colleges and the seven Public Universities.

The elementary education state group worked on common course numbers, common course outcomes, a group of foundational courses, and required practicum experiences to educate pre-service teachers in high quality, effective, lower and upper division programs.

Southwestern signed onto the MOU in 2021 and the Elementary Education, Associate of Arts Oregon Transfer was first published in the 2021-22 Academic Catalog. The Elementary of Education, Associate of Science degree articulated with SOU was suspended and replaced with the EL ED AAOT.

The EL ED AAOT requires a minimum of 90 credit hours. Twelve of these can be CTE courses (see 22/23 Catalog, pg.91) All courses must be completed with a grade of 'C' or better. Students must have a cumulative GPA of 2.0 when the AAOT is awarded. Twenty-four credits must be completed at Southwestern before the degree is awarded. Students must successfully complete from the list of approved general education courses for the AAOT degree and a number of elective credits. Students may take any college-level course that would bring total credits to 90 quarter hours, including up to 12 credits of college-designated career and technical education (CTE) courses.

Data and Documentation

This section of the report is subdivided into several subsections: Curriculum, Students, Faculty and Staff, Resources and Support, Community. In each subsection, provide concrete evidence documenting the current program status, as well as historical information to look for trends over time. In some sections evidence to examine trends over time may be difficult to identify. Do your best with the available evidence. Use both qualitative and quantitative data. Each subsection includes space for the Team to interpret and evaluate the evidence. Contact the Assessment Specialist for assistance.

Data and Documentation: Curriculum

Include the following evidence to describe the program and its curriculum:

The Associate of Arts Oregon Transfer Elementary Education (Elementary Education AAOT) is a prescriptive degree that identifies the optimal and specific set of community college courses students need to take to transfer efficiently into an Elementary Education program at Oregon universities.

STUDENT PROGRAM LEARNING OUTCOMES

ARTS & LETTERS
• Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
• Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

CULTURAL LITERACY
• Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

MATHEMATICS
• Use appropriate mathematics to solve problems; and
• Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

SCIENCE OR COMPUTER SCIENCE
• Gather, comprehend, and communicate scientific and technical information to explore ideas, models, and solutions and generate further questions;
• Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and
• Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

SOCIAL SCIENCE
• Apply analytical skills to social phenomena in order to understand human behavior; and
• Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SPEECH/ORAL COMMUNICATION
• Engage in ethical communication processes that accomplish goals;
• Respond to the needs of diverse audiences and contexts; and
• Build and manage relationships.

WRITING
• Read actively, think critically, and write purposefully and capably for
academic and, in some cases, professional audiences;
• Locate, evaluate, and ethically utilize information to communicate
effectively; and
• Demonstrate appropriate reasoning in response to complex issues.

INFORMATION LITERACY
• Formulate a problem statement;
• Determine the nature and extent of the information needed to address
the problem;
• Access relevant information effectively and efficiently;
• Evaluate information and its source critically; and
• Understand many of the economic, legal, and social issues
surrounding the use of information.

Curriculum Map:

Prior to 2021, Southwestern's Education Program was articulated with Southern Oregon
University Bachelor of Science Degree and not the AAOT. Education courses still imbedded as
lower division electives with SOU are ED 134, ED 135, ED 258, ED 169, and ED 154 through
2023. Required education courses are HDFS 247, ED 216, ED 201, ED 202, and three 33-hour, 1
credit practicums: ED 101P, 101K, and 101U which replaced the ECE280 CWE work
experience courses (pg.200, 20-21 SWOCC catalog).

Once the Elementary Education, Associate of Science degree with SOU is phased out, the
education courses aligned with the AAOT will be HDFS 247, ED 169, ED 216, and ED 258 as
well as the three 101 practicums. All of these are 3 credit lower division credit courses. ECE
courses can be included as electives for up to 12 CTE credits to meet the 90-credit requirement.

⊠ Brief program summary
⊠ Curriculum map documenting the link between program learning outcomes and courses
⊠ Program learning outcomes
⊠ Brief description of courses, along with documentation and reflection discussing changes
  in the courses, and alignment with preceding and following courses
⊠ Summary of course format and/or location offerings (e.g., Curry, online)
☐ ~~Note service-learning and other important course attributes~~
☐ ~~Program-specific articulation and transfer agreements~~
⊠ External curricular requirements, such as licenses and accreditation

Reflection on Curriculum

How well does the curriculum reflect the local community needs? How well does it align with industry and professional standards? How has the community or industry changed since the curriculum was last modified?

At the time of this writing, there still needs to be a closer look at how well the EL ED AAOT is going to meet the needs of the local community, including Curry County. One emphasis of the GYO Grant was to specifically encourage BIPOC people in the community to apply in order to diversify the education workforce to better align with the needs of students, including those in the GLBTQ + community.

The South Coast Regional Educator's Network is also continuing this outreach and continuing to look at models for creating high school pathways for students interested in pursuing education as a career. The GYO Grant was tied in closely with SOU's satellite program. High school academic pathways for dual credit in elementary education for the South Coast region are non-existent; however, Southwestern continues to work closely with high school administrators to create courses in the future.

All online courses are delivered through Canvas, with each course updated to reflect current research as well as community and state resources. In addition, practicum placement opportunities are being broadened to include local non-profits, such as the Boys and Girls Club, the Coos Bay History Museum, and the Coos County Art Museum.
These alternative education settings allow our teacher candidates the flexibility to work in a variety of community models outside of the traditional classroom setting.

☒ Summarize key reflections about the curriculum in one paragraph

Data and Documentation: Students
The Assessment Specialist will help the Program Review Team obtain student enrollment and completion data. Include the following evidence to describe students' participation and achievement in the program:
- Enrollment – from IE
- Course completion – from IE
- Program completion – from IE
- Transfer – from IE
- Employment – may use qualitative data from Advisory Committee, alumni, or other evidence
- Learning outcomes – from Faculty Program Assessment Plans and Reports
- Satisfaction – course evaluations, other evidence

Where available, and especially for course and program completion, data should be disaggregated by important demographic indicators. Some populations of students who attend Southwestern in small numbers may need to be discussed narratively to avoid identifying specific students. Demographic indicators should include:
- First-time/first-year students
- Sex

- Age
- Race/Ethnicity
- Full-time/part-time enrolment
- Financial aid
- Location

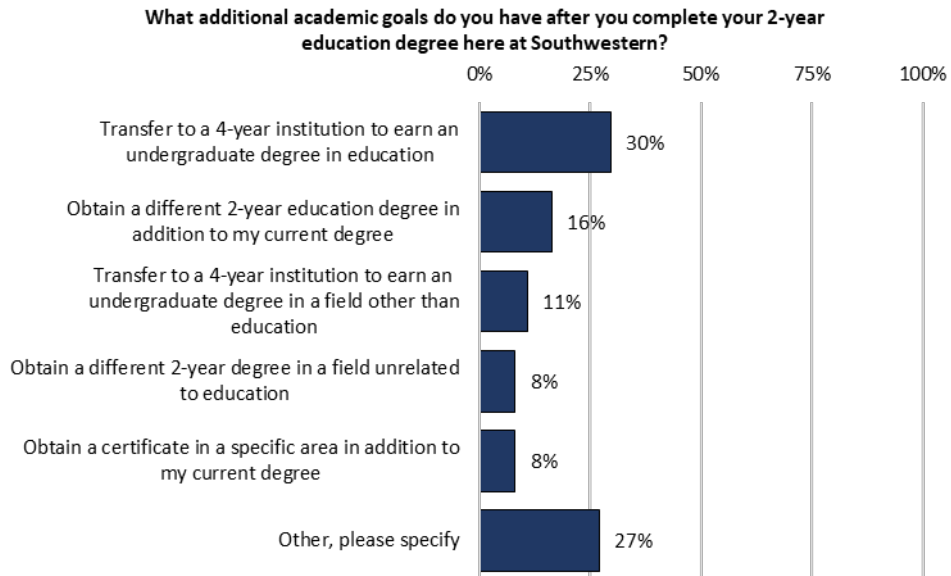Student Enrollment, Transfer, Completion
Include:
- ☐ Demographic data table(s) or summarize narratively, as appropriate to the student pool. Note that tables with cell values < 10 must be suppressed to protect student identity.
- ☐ Identify one to two demographic indicators that suggest a program success, and
- ☐ Identify one to two demographic indicators that suggest some students may be struggling or not as well served as other students.
- ☐ Present the results in a graph to provide a visual snapshot of these findings.

Contact the Assessment Specialist for assistance.

In Fall 2021, there were 19 students enrolled in the AS EL ED degree, and 10 students enrolled in the AAOT EL ED transfer degree. In Fall, 2022, there were 18 students enrolled in the AAOT EL ED transfer degree (data pulled 12/4/2022). This shows that the AAOT pathway is gaining traction. Over half of these are first year students. Sixteen are female and two are male.

Between 2018-19 and 2021-22, about 76 percent of program participants identified as white, with the remaining identifying as students of color, multiracial, or not reporting. The majority are female. Seventy-three percent of students received some sort of student financial assistance, with 34 percent of students in the program qualifying for a Pell Grant.
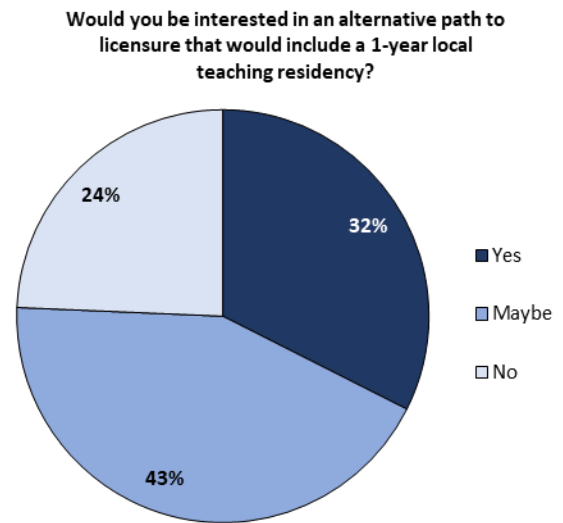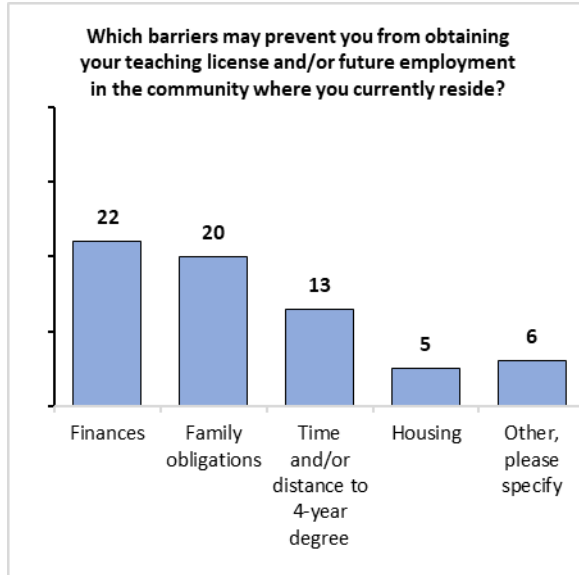
A recent survey was completed Fall Term 22. The survey was administered to all students taking education courses during fall 2022, whether elementary or early childhood education. The program director distributed the link anonymously through each course on Canvas. As an incentive, students who indicated they completed the survey were given credit, though an anonymous survey completion by individual students could not be verified.

What additional academic goals do you have after you complete your 2-year education degree here at Southwestern?

Goal	Percentage
Transfer to a 4-year institution to earn an undergraduate degree in education	30%
Obtain a different 2-year education degree in addition to my current degree	16%
Transfer to a 4-year institution to earn an undergraduate degree in a field other than education	11%
Obtain a different 2-year degree in a field unrelated to education	8%
Obtain a certificate in a specific area in addition to my current degree	8%
Other, please specify	27%

In total 40 students submitted responses. Sixteen respondents indicated intentions to complete a degree that would enable them to teach elementary education. More than half (57 percent) began taking classes in the program the prior academic year (2021-22), while a handful (11 percent) had not yet begun their program coursework.

What are your career goals related to education?

- Lead classroom teacher: 51%
- Open my own facility: 16%
- Education assistant or other paraeducator: 8%
- Other, please specify: 16%
- None, career goals are not related to education: 8%

After completing your education degree(s), do you plan to work as an educator in the community where you currently reside?

- Yes: 82%
- Unsure: 12%
- No: 6%
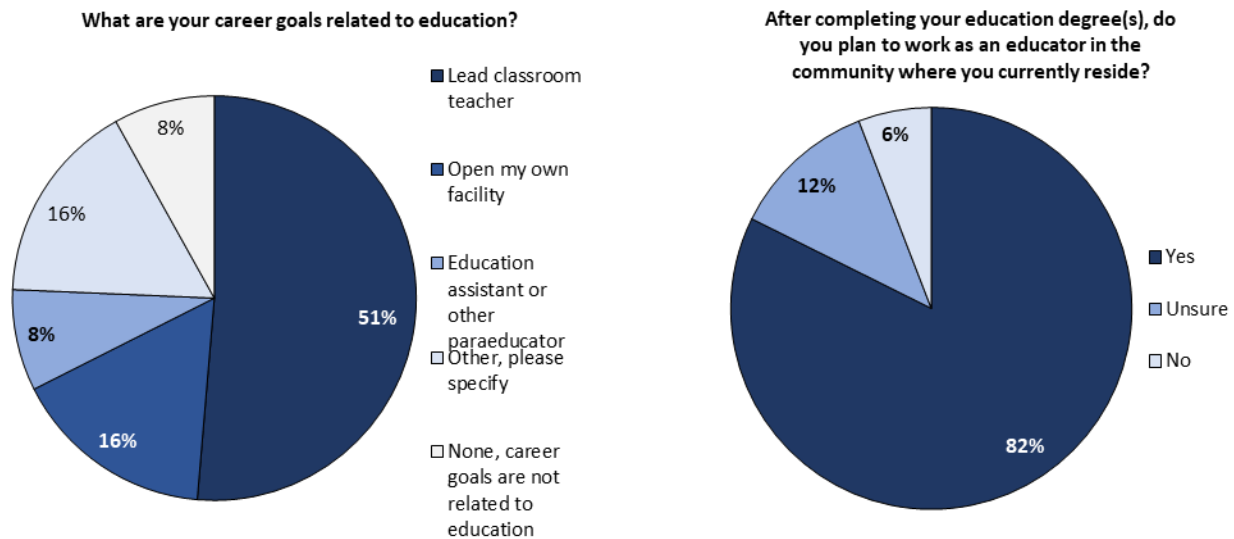
Most survey respondents (51 percent) are intent on becoming a lead classroom teacher. The majority of respondents (82 percent) indicated they planned to work as an educator in the community where they currently reside. The most frequently cited barriers to this goal included finances, family obligations, and the time and distance required to complete a four-year degree. While a third of respondents (32 percent) indicated they would be interested in an alternative path to licensure that included a one-year local teaching residency, many students were ambivalent (43 percent).

Which barriers may prevent you from obtaining your teaching license and/or future employment in the community where you currently reside?

Finances: 22
Family obligations: 20
Time and/or distance to 4-year degree: 13
Housing: 5
Other, please specify: 6

Would you be interested in an alternative path to licensure that would include a 1-year local teaching residency?

Yes: 32%
Maybe: 43%
No: 24%

Three-quarters of respondents (75 percent) were satisfied with the online course format, with most (56 percent) preferring no real-time class meetings at all. Nearly as many (71 percent) believed their program at Southwestern was preparing them well for a career as an educator.

Student Learning:

Currently Southwestern is working with other community colleges to align Elementary Education AAOT courses with student program learning outcomes. The following is an example of student learning outcomes that are already embedded in HDFS 247, ED 169, ED 216, and ED 258:

- Apply critical thinking to analyze social issues necessary to support the function of public education.
- Describe culturally responsive pedagogy and integration of social justice into a teaching philosophy.
- Identify the ethics and responsibilities necessary to obtain a professional license in the teaching field and clarify career confirmation.

These courses have been redesigned and updated to the new Canvas system where measurement will be easily aligned to Mastery Outcomes, providing ongoing data to guide scope, sequence, and assessment in the following years.

Reflections on Students

Students in the education program are diverse, ranging from those who have just graduated from high school to older, non-traditional students wanting to finish their degree. Some are transfer students from other community colleges and a few are pursuing their degree from out-of-state. Students include athletes, members of the BIPOC and LGBTQI+ communities, those from tribal communities, veterans, and stay-at home moms. Most live in small towns in Coos and Curry counties, but a few live in surrounding cities such as Salem, Roseburg, and Portland. Several live

on campus and do not have transportation, but the majority do have cars. While most have adapted well to online program delivery, a few have mentioned the desire for in-person classes.

☒ Summarize key reflections about students in one paragraph

Data and Documentation: Faculty and Staff
Include the following evidence to describe the faculty and staff that are a part of the program, including their contributions to Southwestern and to the profession, as well as the resources and support available to them.
Lab assistant
Include:
☐ Full-time and part-time faculty (numbers, specializations)
☒ Professional Service and scholarly activities such as special projects, grants, professional associations, publications, presentations
☒ Faculty development such as departmental activities, conferences, training, and coursework in which faculty have participated
☒ Other important opportunities and resources for faculty

Reflections on Faculty and Staff

Brenda Jackson is full-time education faculty at Southwestern. She holds a Master of Science in Education from Southern Oregon University and a Bachelor of Science in Education from Montana State University. She is currently an Oregon licensed elementary teacher, K-8, with a specialty in Teaching English as a Second Language. She has taught elementary education, high school, and adult learners for over 20 years. Ms. Jackson coordinates the practicums.

Mary Fields is an Adjunct Faculty instructor who has been teaching with Southwestern since 2017. She teaches up to two education courses each semester and has worked closely with SOU.

Julianne Standish is an adjunct faculty instructor who has been teaching since 1991. Besides teaching part-time for Southwestern, she teaches high school Early Childhood Education classes and runs an on-site Child Development Center at Gresham High School.
☒ Summarize key reflections about faculty in one paragraph

Data and Documentation: Resources and Support
Include the following evidence to describe the resources and support for the program, including financial, physical, infrastructure, and college resources that are available to the program.
Maintenance plan
Inventory

☒ Financial resources (summary budget)
☒ Program-specific scholarships or aid
☒ Instructional and learning resources
☒ Facilities, equipment, technology, and other infrastructure

- ☐ Marketing and recruiting – departmental resources, and from Southwestern recruitment and admissions
- ☒ Advising – departmental resources, and from Southwestern's Advising Center

Reflections on Resources and Support

To what extent do the financial, physical, and other resources support the curriculum? The students? The faculty? What resources might need to be reinforced to strengthen enrollment, program delivery, and completion? Why might some available resources support the program better than others? What mission-critical resources might be missing altogether? What additional information or data would help you to understand and explain the program's resources?

Currently, there is no specific budget for the education program and the Grow Your Own Grant through SCESD is the only program-specific scholarship for students wishing to pursue an education degree with a four-year university, although other scholarships most certainly exist.

There are no specific instructional and learning resources, outside of what is currently available for all students and instructors on campus.

These same conditions stand for facilities, equipment, technology, etc. although there is the potential for several education courses to be taught via Virtual Reality or expanded modalities.

Marketing provided the following information:

Our recruitment efforts are a combination of attending college fairs, career fairs, high school visits, hosting schools and students on campus for visits and events. Targeting traditional aged and adult learning students. In addition to the recruitment efforts listed above, I meet and speak with school counselors and individual students. We've been working hard to connect with adults who are interested in coming back to college, gaining additional skills for their current positions, or changing careers. Now that we've been able to open up and host people on campus a bit more, I've begun working on hosting some program specific events on campus as well.

I believe a big piece of recruitment is what I call "recruitment retention", which means that we have to continue to keep students who are interested or have applied on the hook and excited about Southwestern and their program of interest until they are here and in our seats. With that recruitment retention piece, we utilize reports that we have to connect with inquiring and applied students. Our ambassadors assist with personalized outreach to each individual student in addition to those students receiving various forms of communication from us.

We printed 1,000 flyers that mention the partnership with SOU and spent $175 plus shipping (which would have probably been $20-$30).

Kelsey Guenther, SWOCC Marketing Director

- ☒ Summarize key reflections about program resources in one paragraph

The value of this program review is to identify needed program resources to not only sustain, but grow the education program. Right now, resources consist of the advisors who are

knowledgeable about the education programs at the four-year universities, grant specialists who can help identify specific funding resources for education majors, and the current instructors of the education courses.

Data and Documentation: Community

For each of the following community categories identify the participants, describe specific benefits the program has received through the relationship, and changes that have been made to the program as a result of the relationship:

- ☒ Advisory Committee (individuals and organization, active participants)
- ☒ Community and industry partnerships
- ☒ PK-12 school partnerships
- ☒ Other types of community-based relationships

The current CEFS Advisory Committee is expanding to include more K-12 partners. Current advisory members include: Taya Noland (Director – Care Connections); Katherine Tovar (Bay Area Hospital/Bright Beginning Director); Jennifer Gill (Hiring/Licensing Manager - Head Start); Corrine Potts – Home Visit Coordinator, South Coast Regional Early Learning Hub (SCREL); Carli Ainsworth, Principal, Madison Elementary; Mary Margaret Stockert. PreK teacher, Little Pirates Preschool; Brenda Jackson – Education faculty, SWOCC. The advisory committee meets 4 times annually.

Last year, a meeting was held with Marshfield High School Principal. Eli Ashton, Stacy Gulseth, Marshfield Work Experience Coordinator; Honora Buell, SWOCC Director of Academic Partnerships; Gina Castro-Brandt, ESD CTE Dir.; and Brenda Jackson, SWOCC Education Faculty, to discuss having elective classes at the High School to introduce education as a career to interested high school students. Despite interest on all parts, unfortunately, this wasn't included in the high school budget for 22/23.

Recently established partnerships include Head Start of the Coquille Tribe, Bright Beginnings Day Care, Lincoln Early Learning Center, Little Pirates Pre-School, Cape Academy, Coos Bay History Museum, and the Boys and Girls Club of Southwestern Oregon. This expansion allows for a greater diversity of practicum placements for students pursuing the AAOT transfer degree.

Reflections on Community

How well is the program grounded in the community? To what extent are the partnerships a benefit to the program? Which partnerships could be strengthened or might be missing altogether? What could they provide for the program? What additional information or data would help you to understand the story of the program's community?

Southwestern Oregon Community College, founded in 1961, is Oregon's second oldest community college. It continues to play an important role as a key provider for the education industry, adapting to the needs of the community. Many former students still work as educators within Coos and Curry counties, and many of their children are currently students at the college. As a partner in the South Coast's economic development, Southwestern works closely with industrial partners to meet the needs of a growing workforce.

Partnerships need to be strengthened with rural school districts and K-12 partners.

☒ Summarize key reflections about the community in one paragraph

Reflections and Analysis
Summarize and reflect on the results of the Team's findings.
Fall term
Use this narrative to answer each of the following questions:
☒ What is the overall story of the program as told by the evidence?
☒ What are the internal strengths?
☒ What are the internal weaknesses?
☒ What are the external opportunities?
☒ What are the external challenges?
☒ How can the internal weakness be turned into strengths?
☒ How can the external challenges be leveraged into opportunities?
☒ Which parts of Southwestern's constituency could be better served by the program?
☐ How well does the program fulfill the mission, vision, values, and strategic priorities of Southwestern Oregon Community College?

This is a new program and data really needs to be collected for another year before an accurate representation of the program is made.

The internal strength is the built-in model so that students completing the AAOT EL ED will have met the lower-division General Education requirements of an Oregon public university's baccalaureate degree program. Those students will have junior status for registration purposes and this should strengthen the pool of the education workforce.

A potential weakness is admission to the education program of an Oregon public university is not guaranteed upon completion of the AAOT EL ED degree. Some institutions have specific requirements for admission. Examples include: a higher minimum GPA requirement, a requirement that specific courses within the AAOT EL ED be taken for a letter grade (meaning that courses taken P/NP will not be accepted), or additional coursework. More capacity is needed to research this.

Another weakness is that the current advisory committee primarily supports the ECE AS and AAS pathways, and not the AAOT. As the education program grows, it needs financial support and more advising staff who understand the specific transfer requirements of each Oregon university. Currently, the advising staff are inadequate to meet the growing need of AAOT EL ED students.

External opportunities exist to collaborate with other colleges that have developed strong elementary programs and to continue to expand ties with universities, including private universities such as George Fox, to forge strong opportunities for students. Because of the AAOT's breadth, more recruitment opportunities exist for student athletes. In addition, many rural high schools are also looking for leadership from SWOCC to help create models for high

school students interested in education as a career. Other opportunities are grants and other funding streams, especially those looking to diversify the workforce in education. While these opportunities have not matured sufficiently to consider actions or next steps, their exploration may yield the potential to improve weaknesses identified in this review.

Action Plan

Identify at least two, but no more than four, strategic program activities to implement over the next four years, based on the results of the Team's analysis and reflections. Use the planning worksheet to describe the intended outcomes, timeline, resources, participants, and evaluation required for each of the major activities. The Team should present the findings and discuss the action plan with the Program Advisory Committee, or other external partner suitable to provide insights, such as an ad hoc committee or colleague(s) from an articulated or transfer program. After synthesizing feedback from the Advisory Committee and finalizing the action plan, submit the Program Review report to the Vice President of Instruction and to the Assessment Specialist. The artifacts described in the action plan should be the Team's guide to evidence that will be needed in the next program review cycle.

Action plan for 2023-2024

- Schedule professional development trainings and workshops for advising staff to improve seamless transfer to Oregon's public universities, as well as private universities.

- Evaluate outcomes at other community colleges to align scope and sequence of current education courses required for the AAOT, including practicums.

- Expand current advisory committee to include more K-12 partners.

- Identify student needs for successful completion of their degree.

Activity	Timeline and Champion	Required Resources	Collaborators	Status Update
Briefly describe the activity, intended outcomes and evidence of success	Owner/Lead Start Date End Date	Projected costs, equipment, software, staff, and impact on other departments		Record progress
Activity 1: PD for Advisors	Program Lead	None, per job expectations		
SWOCC Strategic Priority	X Student Success	❑ Enrollment ❑ Equity	❑ Capital ❑ Technology	
1.1 Outline transfer guidelines for primary transfer institutions	Program Lead		University partners	
1.2 Schedule workshops	Program Lead		Advising	
1.3 Maintain and communicate updates	Program Lead		Advising Lead	

Activity 2: Identify program learning outcomes	Program Lead Jan 2023 June 2023	None, per job expectations		In progress
SWOCC Strategic Priority	X Student Success	❑ Enrollment ❑ Equity	❑ Capital	❑ Technology
2.1 Identify outcomes at comparable institutions	Program Lead	None	CC partners	
2.2 Evaluate potential outcomes and map to curriculum	Program Lead	None	Program faculty	
2.3 Feedback and approval	Program Lead	None	VP of Instruction	
Activity 3: Expand advisory committee	Program Lead		Dean	
SWOCC Strategic Priority	❑ Student Success	❑ Enrollment ❑ Equity	❑ Capital	❑ Technology
3.1 Identify potential partners in K12 and university				
3.2 Interview prospects, identify balanced membership				
3.3 Select and provide orientation				
Activity 4: Diversify and retain students	Program Lead		Advising, Marketing	
SWOCC Strategic Priority	X Student Success	X Enrollment X Equity	❑ Capital	❑ Technology
4.1 Identify student challenges to successful completion	Program Coordinator		Coaches Instructors	
4.2 Determine/deploy program adjustments				
4.3 Communicate with Student Services				
Activity 3: Create a program budget	Program Lead		Administration	
SWOCC Strategic Priority	❑ Student Success	❑ Enrollment ❑ Equity	❑ Capital	❑ Technology
3.1 Identify needed materials, supplies, services, and other resources				
3.2 Document existing inventory				
3.3 Submit budget request and narrative				

Implementation

Each year, the Program Review Team should meet to review the action plan and to establish goals and a workplan with detailed tasks and a timeline for the upcoming year. Program lead(s) should identify the costs that will be incurred through implementation of the action plan and submit the request to the program Dean or Director through the annual budgeting worksheets. All budget requests must be tied to Southwestern's strategic priorities. The Program Review Team may evolve in accordance with the needs of the action plan for a given year. Each year, prior to the end of fall term, program lead(s) should provide a half- to one-page summary of progress. The annual summary should include an update on the action plan, as well as changes in student enrollment, program costs and major changes in the industry. Summary updates can be based on anecdotal observations. Changes in enrollment related to the action plan, or that suggest some students may be experiencing new challenges, are especially important to include. Submit the annual update summary to the Vice President of Instruction and to the Assessment Specialist.

Contact:
    Vice President of Instruction
    (541) 888-7417
    Ali.Mageehon@socc.edu

    Assessment Specialist
    (541) 888-7055
    ProgramReview@socc.edu

COLLEGE COUNCIL CHARTER

PURPOSE:

The College Council is an advisory body to the President and the Executive Team tasked to consider campus issues that cross department or program boundaries and make recommendations. The Council is a representative body with membership assigned from all sectors of the College community: Full-time faculty, MASSC, and classified staff, and students.

SCOPE OF WORK:

The College Council will advise the President and Executive Team regarding the external and internal forces that might have an impact on the College's mission fulfillment, operations, plans, and programs. The College Council will help define Southwestern Oregon Community College's strategy and the best approach to reaching mission fulfillment. The College Council will regularly review and update the institutional effectiveness process, Strategic Plan, and College policies and procedures, and enrollments.

ACTIVITIES:

Mission Fulfillment and Guiding Principles:
- Monitor Mission fulfillment, Guiding Principles, and Strategic Priorities.
- Make recommendations, set targets, and review progress on success indicators of Mission Fulfillment.

Strategic Plan and Budgeting Process:
- Work with the Office of Institutional Effectiveness as the Strategic Plan Steering Committee, providing guidance on the integration of results of college assessment efforts into the College Strategic Plan and Master Plans (e.g., Academic, Emergency, Enrollment, Facilities, Technology).
- Review, provide guidance, and approve by consent agenda proposed planning initiatives, including specific budget requests and resource allocations, in accordance with system guidelines and in line with College planning needs and institutional assessment processes.

Policy and Procedure Review:
Review and approve by consent agenda College policies and procedures, including new program reviews, as submitted by supporting committee.

Accreditation:
Serve as the accreditation steering committee and process monitor.

Communication:
- Communicate with governance bodies, committees, staff, and faculty.
- Participate in College processes and outcomes related to institutional research and institutional effectiveness.
- Disseminate College Council agenda, minutes, and other information to respective departments, and campus committees.

Supporting Committees:
- Student Success
- Data Governance
- Diversity, Equity, Inclusion (DEI)
- In-Service
- Administrative Policy
- Faculty Senate
- Instructional Council
- Associated Student Government

MEMBERSHIP:

1. President
2. Vice President of Instruction/ALO
3. Vice President of Administrative Services/AAO/EEO
4. Vice President of Enrollment and Student Services
5. Executive Dean of Resource Development and Foundation
6. Chief Human Resources Officer
7. Director of Institutional Effectiveness
8. Executive Director of Integrated Technology Services
9. Dean of Curry Campus Instruction and Workforce Development
10. Dean of Instruction for Career and Technical Education
11. Dean of Instruction for Lower Division Collegiate
12. Dean of Student Success
13. Dean of Financial Aid and Registration Services
14. Executive Director of Business Services
15. Director of Athletics
16. Director of Facilities
17. Faculty Senate Chair
18. Faculty Union President or designated Representative
19. Classified Union President or designated Representative
20. Associated Student Government or designated Representative
21. College Pathways Director

2023-24 Integrated Planning and Budgeting Calendar

Academic Program Review Initial Findings due	**Thurs, June 15, 2023**
Fiscal Year begins	**Sat July 01, 2023**
Classes begin	*Mon, Sept 11, 2023*
Planning resources available	**Mon, Oct 30, 2023**
Academic Program Reviews due	**Fri, Nov 3, 2023**
Classes end	*Wed, Nov 22, 2023*
Planning Day	**Thurs, Nov 30, 2023**
Budget Worksheets available	**Fri, Dec 1, 2023**
Project reviews submitted	**Friday, Dec 13, 2023**
Budget reallocations due	**Mon, Dec 18, 2023**
Campus closed	*Thurs, Dec 21, 2023-Mon, Jan 1, 2024*
Classes begin	*Mon, Jan 8, 2024*
Budget mandatory contractual due	**Mon, Jan 8, 2024**
Action plans submitted	**Fri, Jan 12, 2024**
Budget new M/S and personnel requests due*	**Tue, Jan 16, 2024**
Grant budgets due	**Wed, Feb 28, 2024**
Budget Committee Meets	*Mon, May 13, 2024*

* New budget requests will not be accepted without an accompanying action plan.

Program Review
Cycle for Continuous Improvement

Contact:
    ProgramReview@socc.edu
    (541) 888-7055

Southwestern Oregon Community College

Office of Instruction
February 2023

Table of Contents

Southwestern Oregon Community College
Program Review

Purpose of Program Review

Southwestern Oregon Community College fulfills the educational and cultural needs of our diverse communities, guided by principles of student-centered, intentional excellence for lifelong learning and collaborative innovation. To ensure we are fulfilling our mission, faculty, staff, and leadership participate in an ongoing cycle of assessment, reflection, and growth at the course, program, and institutional levels. For each program, faculty leads and partners complete a formal review of their program to document, evaluate, and set goals to spur continuous improvement and excellence. Program reviews should be conducted every four years for most programs, on a staggered schedule. Some programs will have varying program review cycles to coincide with external reviews, so that faculty and partners can lead and document program change and improvement on a regular basis. New programs will be reviewed within their first three years.

Structure and Process of Program Review

Program Review at Southwestern is designed as a team activity that follows a reflective learning cycle of evidence, planning, change, evaluation, and reflection. The process and results are driven by the program and its needs. And while the initial steps will document program participants, resources, and activities, evaluation and reflection are crucial at each step of the process.

Assemble Team
The academic program review process is collaborative. The Program Review Team will consist of one or two program or department leads for each program under review, the program dean or director, and the Director of Institutional Effectiveness. The Director of Institutional Effectiveness will schedule an initial planning meeting with the Program Review Team, and monthly facilitated discussions to reflect on and problem solve specific issues and questions.

The team is the sounding board for the program lead(s). The Program Review Team will provide feedback on the range and sufficiency of the evidence, assist the lead(s) in interpreting and evaluating the evidence, and support the lead(s) in evaluating potential program changes, setting goals, and establishing an action plan.

Collect Evidence
For each component of the program (curriculum, students, faculty and staff, and resources and support), the Program Review report should include quantitative and/or qualitative evidence documenting program operations, conditions, successes, and challenges. For program reviews completed during 2023, evidence should span the 2018-19 through 2022-23 academic years, to the extent data are available. This time frame captures a snapshot of programs prior to the COVID-19 pandemic, program-level changes during its progression, and creates a picture of the program as it currently is to

create a framework for rebuilding. Not all data may be available from 2018-19 through 2022-23 at a level of detail that will satisfy the Program Review Team. Monthly facilitated discussions will support individual faculty in identifying potential solutions, and in making the best use of the information available.

The program lead(s), in coordination with the Team, will be responsible for collecting evidence, assisted by the Director of Institutional Effectiveness. See recommendations in the report template for additional details. Program Review participants who would like assistance determining what counts as credible evidence should contact the Director of Institutional Effectiveness.

Interpret and Evaluate the Evidence

As the program lead(s) compile evidence for each program component, the Program Review Team will evaluate and reflect on the evidence. Regular discussion by the Team will ensure the evidence is examined from multiple perspectives, and will facilitate data use throughout the review. The Director of Institutional Effectiveness will schedule regular Team meetings to facilitate this process. In addition, the Director of Institutional Effectiveness is available to facilitate reflective dialogues at the preference of program leads.

The Program Review Team will consider the following questions:

- Does the evidence tell the whole story well enough? If not, what is missing? Is it critical to the program operations or to the mission and values of Southwestern?
- What are the important findings? Does anything suggest a victory or challenge for the program? Is it an unexpected change, internally or externally? Is it

something that the Program Review Team can or should do something about?
- What, if anything, do the findings suggest about the experiences for populations of students who have struggled historically to achieve their education goals?
- Given the available evidence currently, what additional evidence would help to illustrate this component of the program in future reviews?

Feedback and Support

When program leads are satisfied with the evidence they present in the Data and Documentation section of the report, program lead(s) should consult with the Director of Institutional Effectiveness, who will review the progress, and provide feedback. Program leads should submit a draft of the findings through the end of the Data and Documentation sections of the report by the end of spring term, June 15, 2023. The Director of Institutional Effectiveness, Vice President of Instruction, and program Dean will review the initial reports and prepare to assist the Program Review Team in completing Conclusions and Planning in the fall.

Reflection and Action Planning

The final sections of the report, and the most important products of the review process, are Reflection and Action Planning. The Program Review Team will reflect on the findings as a whole, and draw conclusions from the evidence about the conditions, operations, successes, and challenges of the program based on evidence cited in the Program Review Report. Key to reflections and conclusions are alignment with Southwestern's mission, values, and strategic priorities. The Director of Institutional Effectiveness will facilitate a reflective dialog with the Program Review

Team, then follow-up with program leads individually.

The reflections should be the basis of strategic program goals for the following review cycle. Program goals should be accompanied by an action plan that operationalizes the program-level goals as clear and measurable activities. The strategic program goals and action plan should guide program leads in determining the evidence that will be necessary during the next program review process.

Sharing and Feedback
After the Program Review Team discusses overall reflections and conclusions, the program lead should present the results to the Program Advisory Committee, or other suitable external consult, such as an ad hoc committee or colleague(s) from an articulated or transfer program. This meeting should be a two-way exchange during which the program lead discusses the key findings, reflections, and goals, and in turn the Advisory Committee provides their feedback, insights, and suggestions and helps identify priorities for new initiatives. With input from the Advisory Team, program leads should finalize goals and their Action Plans, estimate emerging budget requests, and develop work plans. The program lead need not wait until the end of the program review process to solicit the participation of the Advisory Committee. The Advisory Committee should be provided with a final copy of the Program Review. The Team may be asked to present to a general meeting of the Southwestern community as well. Program leads should submit final reports by November 3, 2023.

Implementation
Each year, as part of the continuous learning and improvement cycle, program leadership should monitor, evaluate, and adjust the annual workplan to stay on course for the higher-level program goals set forth in the action plan. Monitoring should include key program metrics, such as student enrollment and achievement, as well as accomplishment of task outputs to move towards the goals.
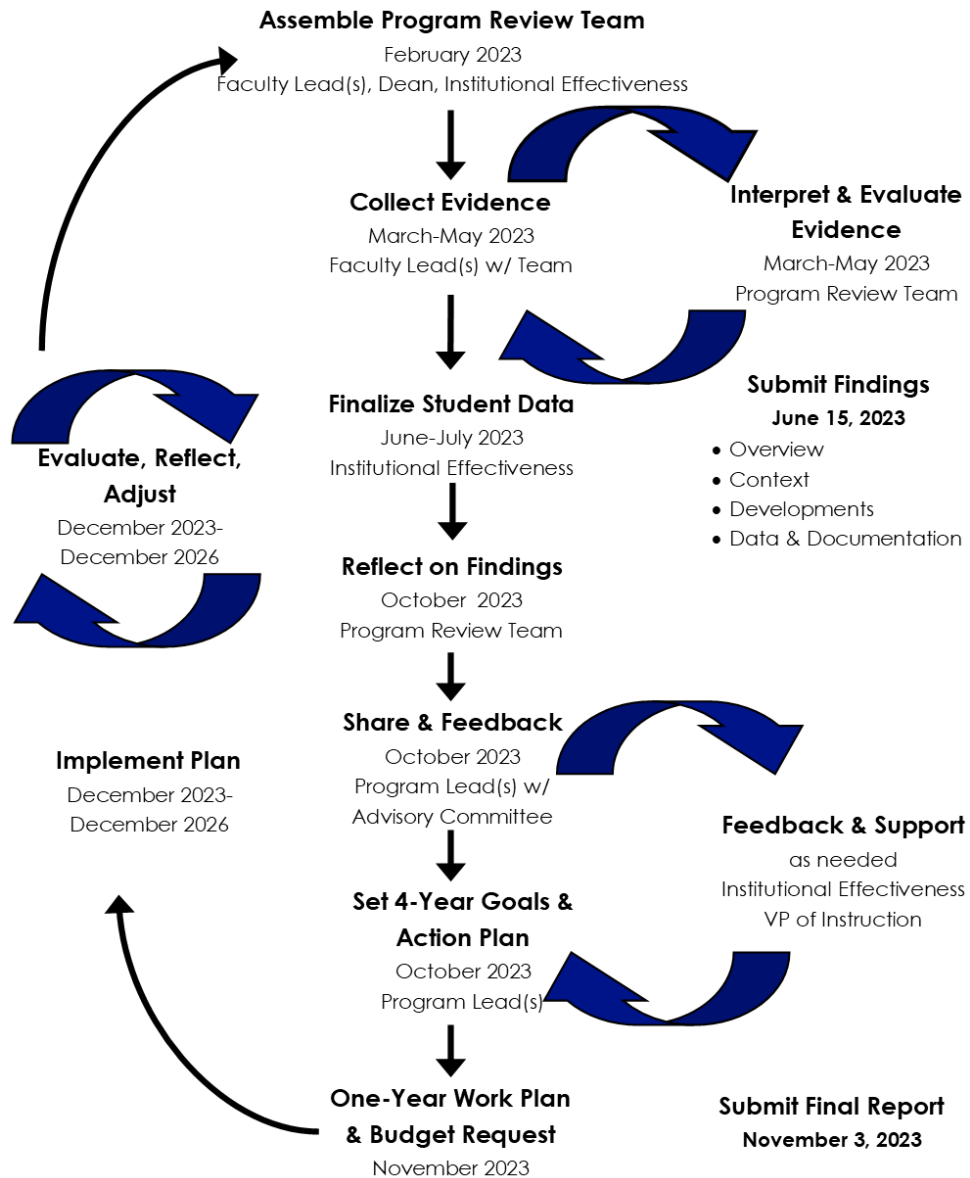
Program Review Timeline

For programs under review during 2023, the Program Review Team should plan to complete their work between February and November of 2023. Participants should plan to adhere to the following timeline.

- February: Assemble Program Review Team and establish a work plan
- March: Curriculum and Faculty Findings, facilitated discussion with the Program Review Team
- April: Student Findings, facilitated discussion with the Program Review Team
- May: Community and Resources Findings, facilitated discussion with the Program Review Team
- June: Initial findings submitted by end of spring term, June 15
- July: Update student data, Director of Institutional Effectiveness
- October: Strategic Reflections and Conclusions, facilitated discussion with the Program Review Team
- October: Present and discuss program review with Advisory Committee, prioritize needed actions
- November: Finalize Action Plans, develop work plans, estimate budget requests
- November: Final Program Review report submitted by week 8, fall term, November 3

Southwestern Oregon Community College

Program Review Process

Assemble Program Review Team
February 2023
Faculty Lead(s), Dean, Institutional Effectiveness

Collect Evidence
March-May 2023
Faculty Lead(s) w/ Team

Interpret & Evaluate Evidence
March-May 2023
Program Review Team

Finalize Student Data
June-July 2023
Institutional Effectiveness

Submit Findings
June 15, 2023
- Overview
- Context
- Developments
- Data & Documentation

Evaluate, Reflect, Adjust
December 2023-
December 2026

Reflect on Findings
October 2023
Program Review Team

Share & Feedback
October 2023
Program Lead(s) w/
Advisory Committee

Feedback & Support
as needed
Institutional Effectiveness
VP of Instruction

Implement Plan
December 2023-
December 2026

Set 4-Year Goals & Action Plan
October 2023
Program Lead(s)

One-Year Work Plan & Budget Request
November 2023

Submit Final Report
November 3, 2023

Program Review Template and Guidelines

The remaining parts of this document should guide the Program Review Team through each of the important sections of the Program Review report. Teams may use this document as a template. These guidelines provide suggestions, though the Team may choose to include different or additional evidence.

Program Name:

Program Lead(s):

Date of Report:

Years Being Reviewed:

- ❏ 2018-19
- ❏ 2019-20
- ❏ 2020-21
- ❏ 2021-22

Program Overview
Use this section to describe the program purpose, mission, and goals. Explain how the program enables Southwestern to fulfill its mission, values, vision, and strategic priorities.

Program Context
Discuss the local and regional industry related to the program and the labor market conditions that may influence the program. Include other contextual information that is relevant to your program, such as social or economic conditions, or conditions specific to Southwestern. Sources such as the Census, Lightcast Career Coach, Department of Labor, professional and industry associations, the Program Advisory Committee, and Oregon Revenue Forecasts, may provide crucial information to describe the program context.

Program Developments
Describe important developments since the most recent program review.

Data and Documentation
This section of the report is subdivided into several subsections: Curriculum, Students, Faculty and Staff, Resources and Support, Community. In each subsection, provide concrete evidence documenting the current program status, as well as historical information to 2018-19, to look for trends over time. In some sections evidence to examine trends over time may be difficult to identify. Do your best with the available evidence. Use both qualitative and quantitative data. Each subsection includes space for the Team to interpret and evaluate the evidence. Contact the Director of Institutional Effectiveness for assistance.

Data and Documentation: Curriculum

Include the following evidence to describe the program and its curriculum:

- Brief program summary
- Curriculum map documenting the link between program learning outcomes and courses
- Program learning outcomes
- Brief description of courses, along with documentation and reflection discussing changes in the courses, and alignment with preceding and following courses
- Summary of course format and/or location offerings (e.g., Curry, online)
- Note service-learning and other important course attributes
- Program-specific articulation and transfer agreements
- External curricular requirements, such as licenses and accreditation

Reflection on Curriculum

How well does the curriculum reflect the local community needs? How well does it align with industry and professional standards? How has the community or industry changed since the curriculum was last modified?

Data and Documentation: Students

The Assessment Specialist will help the Program Review Team obtain student enrollment and completion data. Include the following evidence to describe students' participation and achievement in the program:

- Enrollment – from IE
- Course completion – from IE
- Program completion – from IE
- Transfer – from IE
- Employment – may use qualitative data from Advisory Committee, alumni, or other evidence
- Learning outcomes – from Faculty Program Assessment Plans and Reports
- Satisfaction – course evaluations, other evidence

Where available, and especially for course and program completion, data should be disaggregated by important demographic indicators. Some populations of students who attend Southwestern in small numbers may need to be discussed narratively to avoid identifying specific students. Demographic indicators should include:

- First-time/first-year students
- Sex
- Age
- Race/Ethnicity
- Full-time/part-time enrollment
- Financial aid
- Location

	2021-22				2020-21				2019-20 - Pandemic begins March 2020				2018-19			
	Student Headcount	Course Completion (courses in discipline)	Unduplicated Program Completion	4-year Transfer	Student Headcount	Course Completion (courses in discipline)	Unduplicated Program Completion	4-year Transfer	Student Headcount	Course Completion (courses in discipline)	Unduplicated Program Completion	4-year Transfer	Student Headcount	Course Completion (courses in discipline)	Unduplicated Program Completion	4-year Transfer
1st Time/1st Year																
Sex																
M																
F																
U																
Age																
< 18																
18-24																
> 24																
Race / Ethnicity																
Hispanic/Latinx																
All Other SOC																
White																
International																
Type																
FT																
PT																
Residence																
In-District/Curry																
In-District/Coos																
Out-of-District																
Financial Aid																
Grants & Scholarships																
Loan only																
No aid																

This table is a sample of the student data to include about your program. For instance, reviews of programs intended for students to enter the workforce directly upon completion need not include transfer information unless this additional information is relevant to the program.

Student data should be given in unduplicated headcount. The Office of Institutional Effectiveness and the Assessment Specialist can provide you with student data.

For program enrollment and for program completion, pick one to two demographic indicators that suggest a program success, and one to two demographic indicators that suggest some students may be struggling or not as well served as other students. Present the results in a graph to provide a visual snapshot of these findings. Contact the Assessment Specialist for assistance.

Program Learning Outcomes	Assessment Processes and Tools	Assessment Results and Subsequent Changes

List each of the program learning outcomes. Use the Faculty Program Assessment Plans, Faculty Program Assessment Reports, and other sources of information to identify which of the learning outcomes were assessed during the academic year, how they were assessed, and the results of the assessments, including any changes to the course, teaching-and-learning, or to the program. Among the learning outcomes that were assessed, did you learn what you need to know to make decisions? Which outcomes could be either measured more effectively by faculty, or achieved more proficiently by students?

Reflections on Students
Which populations of students seem to be served well by the program? Which populations of students might be lagging in enrollment, completion, and satisfaction relative to the surrounding community or other programs? Why might that be? What additional information or data would help you to understand and explain the story of the program's students?

Data and Documentation: Faculty and Staff
Include the following evidence to describe the faculty and staff that are a part of the program, including their contributions to Southwestern and to the profession, as well as the resources and support available to them. Include:
- Full-time and part-time faculty
- Professional Service and scholarly activities such as special projects, grants, professional associations, publications, presentations
- Faculty development such as departmental activities, conferences, training, and coursework in which faculty have participated
- Other important opportunities and resources for faculty

Reflections on Faculty and Staff
What are the strengths the faculty and staff bring to the program? To what extent do faculty take advantage of resources and opportunities? Why might faculty take advantage of some opportunities, but not others? To what extent do the faculty reflect the students? The surrounding community? What might strengthen the faculty's capacity to serve Southwestern's

constituency? What additional information or data would help you to understand and explain the story of the program's faculty?

Data and Documentation: Resources and Support

Include the following evidence to describe the resources and support for the program, including financial, physical, infrastructure, and college resources that are available to the program.

- Financial resources
- Program-specific scholarships
- Instructional and learning resources
- Facilities, equipment, technology, and other infrastructure
- Marketing and recruiting – departmental resources, and from Southwestern recruitment and admissions
- Advising – departmental resources, and from Southwestern's Advising Center

Reflections on Resources and Support

To what extent do the financial, physical, and other resources support the curriculum? The students? The faculty? What resources might need to be reinforced to strengthen enrollment, program delivery, and completion? Why might some available resources support the program better than others? What mission-critical resources might be missing altogether? What additional information or data would help you to understand and explain the program's resources?

Data and Documentation: Community

For each of the following community categories identify the participants, describe specific benefits the program has received through the relationship, and changes that have been made to the program as a result of the relationship:

- Advisory Committee
- Community and industry partnerships
- PK-12 school partnerships
- Other types of community-based relationships

Reflections on Community

How well is the program grounded in the community? To what extent are the partnerships a benefit to the program? Which partnerships could be strengthened or might be missing altogether? What could they provide for the program? What additional information or data would help you to understand the story of the program's community?

Reflections and Analysis

Summarize and reflect on the results of the Team's findings. Answer each of the following questions:

- What is the overall story of the program as told by the evidence?
- What are the internal strengths?
- What are the internal weaknesses?
- What are the external opportunities?
- What are the external challenges?
- How can the internal weakness be turned into strengths?
- How can the external challenges be leveraged into opportunities?
- Which parts of Southwestern's constituency could be better served by the program?
- How well does the program fulfill the <u>mission, vision, values, and strategic priorities</u> of Southwestern Oregon Community College?

<u>Action Plan</u>

Identify at least two, but no more than four, strategic program activities to implement over the next four years, based on the results of the Team's analysis and reflections. Use the planning worksheet to describe the intended outcomes, timeline, resources, participants, and evaluation required for each of the major activities. The Team should present the findings and discuss the action plan with the Program Advisory Committee, or other external partner suitable to provide insights, such as an ad hoc committee or colleague(s) from an articulated or transfer program. After synthesizing feedback from the Advisory Committee and finalizing the action plan, submit the Program Review report to the Vice President of Instruction and to the Director of Institutional Effectiveness. The artifacts described in the action plan should be the Team's guide to evidence that will be needed in the next program review cycle.

Activity	Timeline and Champion	Required Resources		Collaborators	Status Update
Briefly describe the activity, intended outcomes and evidence of success	Owner/Lead Start Date End Date	Projected costs, equipment, software, staff, and impact on other departments		Specific individuals who will assist or participate	Record progress
Action 1: SWOCC Strategic Priority	❑ Student Success	❑ Enrollment	❑ Equity	❑ Capital	❑ Technology
1.1					
1.2					
1.3					
Action 2: SWOCC Strategic Priority	❑ Student Success	❑ Enrollment	❑ Equity	❑ Capital	❑ Technology
2.1					
2.2					
2.3					
Action 3: SWOCC Strategic Priority	❑ Student Success	❑ Enrollment	❑ Equity	❑ Capital	❑ Technology
3.1					
3.2					
3.3					

Resources

If your conclusions indicate your program requires new resources, such as equipment, software, or other infrastructure, use the inventory worksheet to itemize each request.

Describe the specific program or course, existing stock, anticipated life expectancy among other details, needed purchase or replacement date, quantity needed, and estimated cost per unit.

Item	Disposable Supply or Equipment	Course(s) and/or Program Need	Existing Stock or Condition	Current Level of Priority	Anticipated Life Expectancy	Purchase or Replacement Date	Quantity Needed	Unit Cost

Implementation

Each year, the Program Review Team should meet to review the action plan and to establish goals and a workplan with detailed tasks and a timeline for the upcoming year. Program lead(s) should identify the costs that will be incurred through implementation of the action plan and submit the request to the program Dean or Director through the annual budgeting worksheets. All budget requests must be tied to Southwestern's strategic priorities. The Program Review Team may evolve in accordance with the needs of the action plan for a given year. Each year, prior to the end of fall term, program lead(s) should provide a half- to one-page summary of progress. The annual summary should include an update on the action plan, as well as changes in student enrollment, program costs and major changes in the industry. Summary updates can be based on anecdotal observations. Changes in enrollment related to the action plan, or that suggest some students may be experiencing new challenges, are especially important to include. Submit the annual update summary to the Vice President of Instruction and to the Director of Institutional Effectiveness.

Contact:

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SWOCC Assessment Plan 2021-2023

Created 9/7/2021
Adopted by Faculty Senate 10/13/2021

Table of Contents

Introduction

This Assessment Plan was developed in August 2021 by faculty with the support of the Office of Instruction and Institutional Effectiveness Department to form an Assessment Team.

Assessment is something that Southwestern Oregon Community College (SWOCC) faculty care deeply about. Faculty are assessing student learning on an ongoing basis, and using those assessments to improve teaching and learning. Previously, assessment efforts focused on course level outcomes assessment and faculty were required to report regularly on those efforts. Assessment work at the program and GSLO levels was reported out through program review and through various software, including Taskstream. There was significant emphasis on the use of rubrics as a primary assessment tool.

It is recognized that assessment is both an art and a science – the data produced from assessment are valuable to faculty and the institution as a whole. Assessment will not look the same for all faculty or all programs. The Assessment Planning group agreed the purpose of assessment is not simply to collect data, but to reflect on the data collected, and use those insights to improve pedagogy and make a positive impact on student learning. This new Assessment Plan represents a refreshed look at the purpose of assessment, and honors the freedom of each faculty member to choose the method of assessment and use the results of assessment in a meaningful way.

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Definitions

1. **Academic program:** Any combination of courses and/or requirements leading to a credential such a degree or certificate.
2. **Assessment:** The process of assessment establishes clear, measurable outcomes of student learning, measures and documents achievement of the outcomes, and uses the findings for continuous improvement to ensure students have sufficient opportunities to achieve those outcomes.
3. **Institutional Learning Outcomes (ILO):** Formerly the General Student Learning Outcomes (GSLOs). Students graduating from Southwestern with a two-year degree are expected to have gained the knowledge, skills and attitudes (dispositions) and to demonstrate competency for the following institutional general learning outcomes:
   a. **Communication**
      i. 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.

   b. **Computation**
      i. 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.

   c. **Creative, Critical and Analytical Thinking**
      i. 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.

   d. **Community/Global Consciousness and Responsibility**
      i. 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.
4. **Program Learning Outcomes (PLO):** Program learning outcomes are set for each program and refer to a culminating activity, product, or performance that can be measured. *Answers the question, "What will the student be able to DO with what is learned in the program?"* These outcomes are assessed by faculty in each program.
5. **Course Learning Outcomes (CLO):** A culminating activity, product, or performance that can be measured. *Answers the question, "What will the student be able to DO with what is learned in a course?"* These outcomes are assessed by faculty in each course and the results are used to make improvements. Tenured faculty will use their Reports of Yearly Service (ROYs) to report out their

summary of their course outcome assessment work throughout the year. These reports will become part of their portfolio for the third year evaluation. Tenure track, visiting or lecturer faculty will provide this reflection in their portfolios.

6. **General Education Committee:** The General Education Committee's mission is to review and assess Southwestern's institutional learning outcomes to document and improve student learning. The General Education Committee meets twice per quarter excluding summer.
7. **Assessment Team:** The Assessment Team is made up of the General Education Committee and division chairs, IE office, Deans & Directors. The Assessment Team is the steward of the college Assessment Plan and meets twice per year.
8. **Faculty Program Assessment Plan:** Also known as the FPAP. See Appendix C for the FPAP form.
9. **Faculty Program Assessment Report:** Also known as the FPAR. See Appendix D for the FPAR form.

21-22 Actions to Be Taken

- The eCatalog will be updated to reflect the following:
  - Student Learning Outcomes section
    - Name of GSLOs will be updated to ILOs
    - Foundational and Discipline Learning outcomes will be removed from this section and updated outcomes from the Office of Community Colleges and Workforce Development (CCWD) will be added to the AAOT.
  - AAOT Degree Page
    - Add Foundational & Discipline back to AAOT page, as they are consistent across all Oregon colleges and cannot be altered
      - http://handbook.ccwdwebforms.net/handbook/appendices/appendix-k
  - AGS Degree Page
    - Add PLOs from the AAOT page, minus Cultural Literacy
  - AAS Degree Pages
    - Continue to maintain and assess program-specific PLOs
- The Assessment Plan will have a comment period for faculty input.
- Faculty assessment of PLOs will start in 21-22 academic year.
- Faculty assessment of CLOs will continue in 21-22 academic year, and faculty will report out in their ROYs.
- Assessment of ILOs will start in the 21-22 academic year. The General Education Committee will further refine ILO assessment in the 21-22 year.
- Further discussion on how assessment relates to the Program Review process.

Statement of Assessment Responsibilities

- **Course Learning Outcomes (CLOs)** will continue to be assessed, but are no longer the focus of this Assessment Plan. Faculty will report out their assessment work at the course level in their ROYs or portfolio.
- **Program Learning Outcomes (PLOs)** will be assessed for each program.
  - **AAS/AS Degrees:** Faculty with an AAS or AS degree will assess all outcomes over the course of the program in the following way:
    - Faculty will submit a Faculty Program Assessment Plan (FPAP) at the beginning of each academic year to the Dean/Director and the IE office.
    - After FPAP is carried out, faculty submit a Faculty Program Assessment Report (FPAR) to the Dean/Director.
  - **AAOT:** Faculty teaching LDC courses and not completing assessment for another program have the option to do original research through the school year related to any AAOT outcome and/or other approved assessment. All others will follow these general guidelines:
    - Faculty will submit a Faculty Program Assessment Plan (FPAP) at the beginning of each Academic Year to the Dean/Director and the IE office.
      - For the first year, faculty may choose which outcome(s) to report on
      - In the second year, gaps are identified and focus areas are established
    - This will include assessment of at least one PLO in their courses per term.
    - At the end of Spring term, faculty submit a Faculty Program Assessment Report (FPAR) to the Dean/Director and the IE office.
- **Institutional Learning Outcomes (ILOs)** will be assessed via student self-perception in the graduation survey. This process will be drafted in Fall 21-22 by the General Education Committee and further refined by the committee in the 21-22 academic year.

Fall Assessment Schedule	
Fall Term Week 0-4	Assessment Plan Draft Distribution Comment Period • Faculty will provide comments via email to Senate by 9/30/21
October 13, 2021	Faculty Senate Meeting review of Assessment Plan comments
Fall term Week 7	Assessment Plan adopted by Assessment Team and published
Fall term Week 12	Faculty submit first FPAPs to assessment@socc.edu by 12/1/21
Fall term, all weeks	Faculty assess CLOs

Winter Assessment Schedule	
Winter Term Week 1-11	Faculty implement FPAP by assessing PLOs Faculty assess CLOs

Spring Assessment Schedule	
Spring Week 1-11	Faculty assess PLOs Faculty assess CLOs
End of Spring or end of program	Faculty submit FPARS to their Dean/Director and assessment@socc.edu
Spring Term	Results are shared. General Education Committee reviews FPARs for AAOT and AGS outcomes for gaps, trends, and gives recommendations on assessment for following year.
Spring Term	Comment is given on FPAR results by Division Chairs/Deans/Directors. Process to be determined by General Education Committee/Assessment Team.

Assessment Plan Yearly Schedule	
In-Service	Faculty professional learning community around assessment. Time to reflect across disciplines, discuss actions and results, and share knowledge. There will need to be notes/reflection paper on these discussions due to IE office to be used in planning (to be further determined by the Assessment Team)
Fall Term	Assessment Process Begins

Fall Assessment Schedule	
Fall Term Week 0-1	Faculty begin work on FPAPs
Fall Term Week 4	Faculty turn in finished FPAPs to assessment@socc.edu
Fall term Week 7-11	Faculty assess PLOs Faculty assess CLOs
Fall term Week 12	Faculty submit FPARS to their Dean/Director and assessment@socc.edu

Winter Assessment Schedule	
Winter Term Week 1-11	Faculty implement FPAP and assess CLOs

Spring Assessment Schedule	
Spring Week 1-11	Faculty implement FPAP and assess CLOs
End of Spring or end of program	Faculty submit FPARS to their Dean/Director and assessment@socc.edu
Spring term	Results are shared. General Education Committee reviews FPARs for AAOT and AGS outcomes.
Spring term	Comment is given on FPAR results by Division Chairs/Deans/Directors. Process to be determined by General Education Committee/Assessment Team.

AAOT Outcomes as defined at http://handbook.ccwdwebforms.net/handbook/appendices/appendix-k

- Arts & Letters
  - Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
  - Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
- Cultural Literacy
  - Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.
- Mathematics
  - Use appropriate mathematics to solve problems; **and**
  - Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.
- Science/Computer Science
  - Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;
  - Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; **and**
  - Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.
- Social Science
  - Apply analytical skills to social phenomena in order to understand human behavior; **and**
  - Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
- Speech/Oral Communication
  - Engage in ethical communication processes that accomplish goals;
  - Respond to the needs of diverse audiences and contexts; **and**
  - Build and manage relationships.
- Writing
  - Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;
  - Locate, evaluate, and ethically utilize information to communicate effectively; **and**
  - Demonstrate appropriate reasoning in response to complex issues.
- Information Literacy
  - Formulate a problem statement;
  - Determine the nature and extent of the information needed to address the problem;
  - Access relevant information effectively and efficiently;
  - Evaluate information and its source critically; **and**
  - Understand many of the economic, legal, and social issues surrounding the use of information.

AGS Program Learning Outcomes

Southwestern will adopt the AAOT PLOs for the AGS degree, with the exception of the Cultural Literacy requirement. For AGS PLOs, see Appendix A.

Responsible Faculty	
Academic Year	
Program Name	
Program Learning Outcomes to be Assessed	

Fall Assessments		
Program Learning Outcome	**Course**	**Assessment Tool**

Winter Assessments		
Program Learning Outcome	**Course**	**Assessment Tool**

Spring Assessments		
Program Learning Outcome	**Course**	**Assessment Tool**

Program Name	*Example: AAOT*
Responsible Faculty	
Program Learning Outcome Please fill out a different FPAR for each outcome.	Which program outcome is being measured or assessed? Choose at least one. *Example: Engage in ethical communication processes that accomplish goals.*

Assessment Type(s)	Which type of assessment is used to measure the outcome?
	    Direct—Student Artifact Indirect—Survey
	    Direct—Exam Indirect—Focus Group
	    Direct—Portfolio Indirect—Interview
	    Direct—Other Indirect—Other

Assessment Description	How does the assessment type measure the outcome above? *Example: Exam questions requiring analysis of ethical communication.*
Assessment Score	How will this assessment be scored? *Example: percentage, score or rating, rubric*
Summary of Findings	What are the assessment results? *Examples could include: aggregate scores, graph, rubric results. Can be in this form or as an attachment.*
Reflection and Analysis	Reflect on the results. *Example: explain patterns that were apparent, identify areas for improvement*
Proposed Actions	What are the next steps for improvement? *Example: I will change the exam question from _____ to _____. I will update PLO from _____ to _____.*

Appendix E

Development Notes from Assessment Planning Meetings

Goals 8-10-21 & 8/12/21
1. Create a draft Assessment Plan
    a. Determine way forward for the various levels of outcomes assessment.
    b. Reconcile assessment levels as they relate to the AAOT and disciplines
    c. Define a program
    d. Establish a clear linkage between program level outcomes assessment and program review.
    e. Determine how to assess GSLO/ILOs
    f. Develop plan for communication of assessment results
2. Share with Faculty in Fall term

AAS Programs
- Fall term
    o Faculty start Assessment Plan
    o Faculty look at previous year reflections
    o Beginning of student self-assessment?
- Spring term/End of program
    o Results of assessment
    o Final student self-assessment?
- FPAP
    o Name of program
    o Outcome being measured
    o Method of measurement
    o Findings from previous report
- FPAR
    o Results of measurement
    o Reflection on results
    o Proposed actions
        ▪ Feedback on proposed actions (from other faculty, division chairs, VP?)

- "Professional/faculty learning community" meetings
    o Reflect across disciplines
    o Look at other studies
    o Discuss actions
    o Report out to …committees?

Components for PLO assessment parts

Part 1

- o Name of program
- o Outcome being measured
- o Method of measurement
- o Reflection on actions taken
- o Conclusions

Part 2

- o Results of measurement
- o Reflection on results
- o Proposed actions to be taken
- o Feedback on proposed actions (from other faculty, division chairs, VP?)

Process for assessing AAOT outcomes
- • LDC Faculty who do not complete other program assessments will prepare an Assessment Plan
  - o Identify which outcomes will be assessed for WI/SP
- • Part 2/Part 3
- • General Education Committee
  - o Play a role in reviewing assessment of AAOT/AGS outcomes
- • Utilize previous process for reporting PLOs GSLOs
  - o Faculty choose which outcomes to report on first year, gaps are identified, focus areas are established for following year
- • Research interests:
  - o Faculty research for accreditation group
  - o Longitudinal survey on student perception
- • Communication/closing the loop

Goals 8-31-21

1. ~~Schedule one more Assessment Planning Meeting~~
2. ~~Define role of Gen Ed Committee~~
3. ~~Define ILOs and ILO Assessment Plan~~
4. ~~Re-write PLO Assessment Plan with today's notes~~
5. ~~Re-write Faculty Assessment Report~~
6. ~~Student self-assessment~~
7. ~~Graduation survey questions~~
8. ~~Communication loop~~

Citations and Resources

- Barkley, E. and Major, C. (2016). *Learning Assessment Techniques: A Handbook for College Faculty*.
- Northwest Commission on Colleges and Universities (NWCCU) 2020 Standards
  - https://nwccu.org/accreditation/standards-policies/standards/
- Office of Community Colleges and Workforce Development (CCWD) Handbook
  - http://handbook.ccwdwebforms.net/
- Southwestern Oregon Community College Catalog
  - https://ecatalog.socc.edu/
- Suskie, L. (2018). Assessing Student Learning: A Common Sense Guide (3rd ed.). San Francisco, CA: Jossey-Bass.