



**SOUTHWESTERN**  
AN OREGON COMMUNITY COLLEGE

# SWOCC Assessment Plan 2021-2023

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## 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.



## PLO/CLO Assessment Schedule 21-22

Fall Assessment Schedule	
<b>Fall Term Week 0-4</b>	Assessment Plan Draft Distribution Comment Period <ul style="list-style-type: none"> <li>Faculty will provide comments via email to Senate by 9/30/21</li> </ul>
<b>October 13, 2021</b>	Faculty Senate Meeting review of Assessment Plan comments
<b>Fall term Week 7</b>	Assessment Plan adopted by Assessment Team and published
<b>Fall term Week 12</b>	Faculty submit first FPAPs to <a href="mailto:assessment@socc.edu">assessment@socc.edu</a> by 12/1/21
<b>Fall term, all weeks</b>	Faculty assess CLOs

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

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





## PLO/CLO Assessment Schedule 22-23

Assessment Plan Yearly Schedule	
<b>In-Service</b>	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)
<b>Fall Term</b>	Assessment Process Begins

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

Winter Assessment Schedule	
<b>Winter Term Week 1-11</b>	Faculty implement FPAP and assess CLOs

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



## Appendix A

AAOT Outcomes as defined at <http://handbook.ccwwebforms.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.



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## **Appendix B**

### 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.



SOUTHWESTERN OREGON COMMUNITY COLLEGE  
**Faculty Program Assessment Plan (FPAP)**

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



**SOUTHWESTERN OREGON COMMUNITY COLLEGE**  
**Faculty Program Assessment Report (FPAR)**

Program Name	<i>Example: AAOT</i>
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.  <i>Example: Engage in ethical communication processes that accomplish goals.</i>
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? <i>Example: Exam questions requiring analysis of ethical communication.</i>
Assessment Score	How will this assessment be scored? <i>Example: percentage, score or rating, rubric</i>
Summary of Findings	What are the assessment results? <i>Examples could include: aggregate scores, graph, rubric results. Can be in this form or as an attachment.</i>
Reflection and Analysis	Reflect on the results. <i>Example: explain patterns that were apparent, identify areas for improvement</i>
Proposed Actions	What are the next steps for improvement? <i>Example: I will change the exam question from _____ to _____. I will update PLO from _____ to _____.</i>



## 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
  - Faculty start Assessment Plan
  - Faculty look at previous year reflections
  - Beginning of student self-assessment?
- Spring term/End of program
  - Results of assessment
  - Final student self-assessment?
- FPAP
  - Name of program
  - Outcome being measured
  - Method of measurement
  - Findings from previous report
- FPAR
  - Results of measurement
  - Reflection on results
  - Proposed actions
    - Feedback on proposed actions (from other faculty, division chairs, VP?)
- “Professional/faculty learning community” meetings
  - Reflect across disciplines
  - Look at other studies
  - Discuss actions
  - Report out to ...committees?



## Components for PLO assessment parts

### Part 1

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

### Part 2

- Results of measurement
- Reflection on results
- Proposed actions to be taken
- 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
  - Identify which outcomes will be assessed for WI/SP
- Part 2/Part 3
- General Education Committee
  - Play a role in reviewing assessment of AAOT/AGS outcomes
- Utilize previous process for reporting PLOs GSLOs
  - Faculty choose which outcomes to report on first year, gaps are identified, focus areas are established for following year
- Research interests:
  - Faculty research for accreditation group
  - 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.