



Southwestern Oregon Community College

Institutional Effectiveness, Planning and Assessment Handbook

**Developed by the Institutional Effectiveness and Assessment Taskforce
June 2010**

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The charge of the taskforce was to develop the processes and guidelines designed to demonstrate the effectiveness of programs and services at Southwestern Oregon Community College as determined on October 20, 2009

Purpose: The purpose of the taskforce is to:

1. Develop the processes designed to demonstrate the effectiveness of programs and services;
2. Develop the guidelines and framework for assessment of programs and services;
3. Propose institutional standards of achievement for programs and services;
4. Serve as a resource for faculty and staff in determining assessment methods and tools;
5. Propose how general student learning outcomes are assessed and how the use of those results will be used across programs and disciplines to improve the overall student learning experience;
6. Enhance communication and encourage the sharing of information, ideas, and solutions among committee members and departments at Southwestern to promote innovation, continuous improvement, assessment activities and research;
7. Collaborate with the Administration of Southwestern and the Faculty Senate Assessment, Planning & Budget Committee to establish and maintain effective communication channels among the team and staff at Southwestern as one component of Accreditation;
8. Contribute to the improvement of processes to provide faculty and staff with the resources necessary to support teaching and learning.

Activities: The team will pursue its purposes by undertaking appropriate activities chosen by the membership and recommended by the Administration. Activities specifically included are:

1. Regular meetings for the sharing of information among team members in order to find solutions, establish procedures, and maintain quality activities associated with assessment, research, continuous improvement, innovation and institutional effectiveness.
2. Create and use sub-committees to carry out specific implementations and special projects as needed by the team.
3. Establish and maintain shared resources for mutual support among faculty and staff at Southwestern.
4. Identify emerging trends and establish best practices in the areas of assessment, research, continuous improvement, and innovation.
5. Create an Institutional Effectiveness and Assessment Draft Handbook recommending the processes and guidelines to the Planning Council.

Taskforce met from October 23, 2009 to June 7, 2010.

Oversight committee will meet the first Tuesday of every month beginning November 1, 2010.

Institutional Effectiveness and Assessment Taskforce

Robin Bunnell, Administration Co-Chair

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Introduction

Increasing demands for accountability has been one of the defining characteristics of postsecondary education in the 1990s. Whether at the federal level (Student Right-to-Know Act), state level (Oregon State Board of Education “Measure What You Treasure” for the community colleges), or locally (planning and budgeting, accreditation), assessing institutional effectiveness and educational offerings is an ongoing challenge.

This document serves as Southwestern Oregon Community College’s (Southwestern) continuing efforts in this area. The Institutional Effectiveness and Assessment Task Force, co-chaired by Institutional Researcher, Robin Bunnell, and Southwestern Writing Instructor, Joy Parker, developed the guidelines through a year-long process which included faculty, classified staff, and management members. The taskforce became the Institutional Effectiveness and Assessment Oversight Committee at the beginning of the academic year 2010-11.

It is intended that this document serve as The Southwestern Institutional Effectiveness, Planning and Assessment Handbook.

The Handbook is divided into the following sections:

1. [Introduction](#): History, Purpose and Overview
2. [Institutional Effectiveness](#): Planning, Assessment, and Budgeting
3. [Planning](#)
4. [Assessment](#)
5. [Budgeting](#)
6. [Appendices](#)

Sections of the handbook are electronically linked and keywords are linked to the glossary to easily jump to definitions and sections within the handbook. The links appear as a different color and are underlined.

Section I:

Introduction: History, Purpose and Overview

History

Now, more than at any other time in the history of community colleges exists a need for accountability. In order to meet and exceed calls for local, regional, state and national accountability fully developed institutional planning and effectiveness processes are required. Inextricable ties between planning, effectiveness, and resource allocation guide College leaders through good times and times of financial difficulty. Strong planning process and demonstration of institutional effectiveness contribute to an institution's ability to maintain public trust, compliance with regional accreditation standards, and its own definition of mission fulfillment. Southwestern has taken the steps necessary to develop planning and effectiveness processes which build a culture of evidence and the confidence necessary to fulfill its mission.

Southwestern is accredited by the Northwest Commission on Colleges and Universities ([NWCCU](http://www.nwccu.org)), nationally recognized by the U.S. Department of Education and the Council for Higher Education (CHEA) as a regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. The NWCCU website states:

“Regional accreditation is a process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the educational community and the public ([http://www.nwccu.org/](http://www.nwccu.org) Accreditation Overview). “Regional accreditation of postsecondary institutions is a voluntary, non-governmental, self-regulatory process of quality assurance and institutional improvement. It recognizes higher education institutions for performance, integrity, and quality to merit the confidence of the educational community and the public. Accreditation or preaccreditation by a postsecondary regional accrediting agency qualifies institutions and enrolled students for access to federal funds to support teaching, research, and student financial aid” (<http://www.nwccu.org/>).

The accreditation process occurs on a seven year cycle with visits in years 3, 5 and 7. The benefits of accreditation include:

- Financial Aid Opportunities – Federal (and often state) financial aid is only available to students who enroll at a college, university, or other institution of higher learning that has been accredited by the appropriate regional or special accrediting body.
- Workplace Success – Some employers prefer or require degrees/training from accredited institutions.
- Transfer of credit to other accredited institutions - student transfer between accredited colleges and universities throughout the nation is possible because of the reciprocal agreements between the six regional accrediting agencies.
- Quality Assurance - Regional accreditation assures the public, including parents, students and the business community, that the institution adheres to standards that are based on peer evaluation, regular self-evaluation and reports, and assessment of institutional effectiveness.

Southwestern also has received specialized accreditation or program approval recognition for Culinary Arts and Baking and Pastry- ACF, Early Childhood Education Program and Degree, EMT Basic, Intermediate and Paramedic, Nursing Program, and the Transitional Education program.

Southwestern has developed a vision, a clearly defined mission, core themes, and core values that are intended to guide the college through the planning, assessment, and budgeting processes. All efforts to assess our effectiveness must be based on these founding principles.

Vision

Southwestern Leads and Inspires Lifelong Learning

Mission

Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

Core Themes

According to NWCCU, the accrediting body for community colleges:

A core theme is a manifestation of a fundamental aspect of institutional mission with overarching objectives that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievements of those objectives. Collectively, the core themes represent the institution's interpretation of its mission and translation of that interpretation into practice.

(<http://www.nwccu.org/Standards%20Review/Pages/RevisedStandards.htm>)

It is expected by NWCCU that Southwestern:

identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission. . . . establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes. (NWCCU, *Standard 1.b.1, 1.b.2*, 2010)

Southwestern developed the institutional core themes in response to the new accreditation standards adopted by NWCCU in January 2010. The core themes were identified during the academic year 2009-10 through a collaborative process that included faculty, staff and management. Four core themes ([Appendix A](#)) emerged from the appreciative inquiry process which began during the fall 2009 in-service sessions and during the resulting follow-up sessions.

- 1) **Access**
Access is the pathway to learning opportunities for students and the community through support services and diverse delivery methods.
- 2) **Learning and Achievement**
Student learning and student achievement are at the core of the College mission and given the highest priority by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.
- 3) **Innovation and Sustainability**
Innovation and sustainability are interwoven to both seize opportunities for resource development and maintain continuous improvement for a strong infrastructure of employees, technologies, and facilities.
- 4) **Community Engagement**
Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.

Core Values

The core values of an organization are those values we hold which form the foundation on which we perform work and conduct ourselves. In an ever-changing world, core values are constant. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use every day in everything we do.

Community – Build collegiality by providing a welcoming and supportive atmosphere with respect for diversity.

Learning – Filter every decision, activity, and function through the lens of learning.

Innovation – Empower creative, progressive thinking that results in a sustainable, positive change.

Professionalism – Present ourselves with honesty and integrity working together to achieve our goals.

Stewardship – Sustainably manage our environment and fiscal resources to support our staff, students, and community.

Purpose of Institutional Effectiveness and Related Processes:

- Facilitate student success and learning
- Serve as a catalyst for positive change
- Improve the quality of teaching and learning
- Improve the quality of student support services and operational services
- Ensure that students are receiving effective instruction and achieving the standards set by programs, disciplines and course offerings
- Improve programs, disciplines and course offerings, including assessment of needs related to staff, curriculum, equipment, facilities and other resources
- Inform administrative, board and other appropriate bodies' decisions with regard to the initiation, continuation, enhancement and/or elimination of programs, disciplines and course offerings
- Respond to external accountability demands, including accreditation
- Use data for decision making and allocation of resources
- Support the ongoing commitment to a culture of continuous improvement through appropriate planning and budgeting that are derived from the assessment processes

For Whom is this Handbook Intended?

This handbook is a guide to the different processes of planning and assessment with reference to budgeting. The handbook is designed to help new staff become familiar with the processes and to guide all staff as they complete the assessment processes as part of their unit. It is intended that staff will be able to refer to this handbook for [common terms and definitions](#). Included in the handbook are the basic steps for end-users responsible for entering information into the [TracDat](#) system, software designed to meet the planning and assessment needs of Southwestern. TracDat electronically captures and stores all assessment-related processes and documents rather than having end-users create hardcopy documents or store supporting documentation on their own computers. The system provides uniform reporting across all departments and/or units. Each department and/or unit is responsible for entering and maintaining all information within the TracDat system (check with the associate dean/supervisor of the department/unit to confirm the end-user responsible for maintaining information in the system):

Unit Level – Instructional Associate Dean/Faculty and Administrative Leaders

- [Outcomes](#)
- [Means of Assessments](#)
- [Results](#)
- [Use of Results](#)
- Documentation as evidence of results
- [Program Review](#) Year Reports
- [Annual Plan Priorities](#)
- Annual Report of Accomplishments.

Reporting Unit Level – Instructional Associate Dean and Administrative Leaders

- [Goals](#) – Reporting Unit
- Results – Reporting Unit Overview
- Annual Reports – Reporting Unit Overview

Strategic Plan Level - President, Vice President and Executive Leaders

- [Annual Priorities](#)
- [Status Updates](#)

Administrative Level – Assessment Team

- [Vision](#)
- [Mission](#)
- Core Values
- [Core Themes](#)
- [Strategic Plan Goals](#)
- Yearly Plan Development
- Administrative Maintenance

What Topics are Covered?

Institutional Effectiveness and Demonstrating Achievement

[Institutional effectiveness](#) is meant to illustrate whether the college is meeting its mission and core themes as well as achieving its goals as demonstrated by a comprehensive, integrated, participatory planning and assessment process that focuses on improvement in all aspects of college operations and educational outcomes.

Standard Four: Effectiveness and Improvement of the NWCCU standards outlines the expectations related to Institutional Effectiveness:

The institution collects data related to clearly-defined indicators of achievement, analyzes those data, and forms evidence-based judgments of achievements of core theme objectives. It regularly and systematically applies clearly-defined evaluation procedures to appraise the relationship of institutional planning, resources, capacity, and practices to the objectives of its core themes; and assesses the extent to which it accomplishes those objectives and achieves the goals or intended outcomes of its programs and services. It uses assessment results to effect improvement and disseminates its findings to its constituencies. (NWCCU, *Standard Four*, 2010).

[Planning](#)

Management leads the institution from where it is now to where it would like to be in the future. The [planning process](#) is conducted in collaboration among management, faculty and classified staff to formulate a plan that is designed to achieve institutional goals with the available resources. The planning process (1) identifies the goals to be achieved at the institutional level based upon information gathered at the unit level; (2) identifies annual priorities to achieve the goals at the institutional and the unit level; (3) includes decisions on allocating resources to pursue the goals and priorities, including capital and people; and (4) implements, directs, and monitors all the steps in their proper sequence. ([Appendix B](#)).

[Assessment](#)

[Assessment](#) is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional goals, core themes and mission.

[Budgeting](#)

We establish a budget document of the planned level of expenditures based on projected revenues. The [budgeting process](#) is conducted in collaboration among management, faculty, and classified staff to formulate a detailed budget for all funds at the unit level.

TracDat

[TracDat](#) is a management software system designed to provide a repository for all assessment and planning documents as well as documenting the process. It is used to manage and document the following institutional effectiveness activities at Southwestern.

- Document [Student Learning Outcomes \(SLO\)](#) and results
- Document [Administrative and Educational Support Unit Outcomes \(AESO\)](#) and results
- Document [General Education Outcomes \(GEO\)](#) and results
- Document [Degree](#) and [Certificate](#) Outcomes and results
- Manage [department and/or unit](#) annual priorities and status updates
- Manage the institutional [strategic plan goals](#) and [annual priorities](#) including [status updates](#)
- Link [reporting unit goals](#) and SLO/AESO/GEO activities to the College goals
- Access reports
- Document [Program Review](#) and use of results for all *planned* improvements
- Provide departments and/or units an opportunity to request needed funds during the [budget process](#)

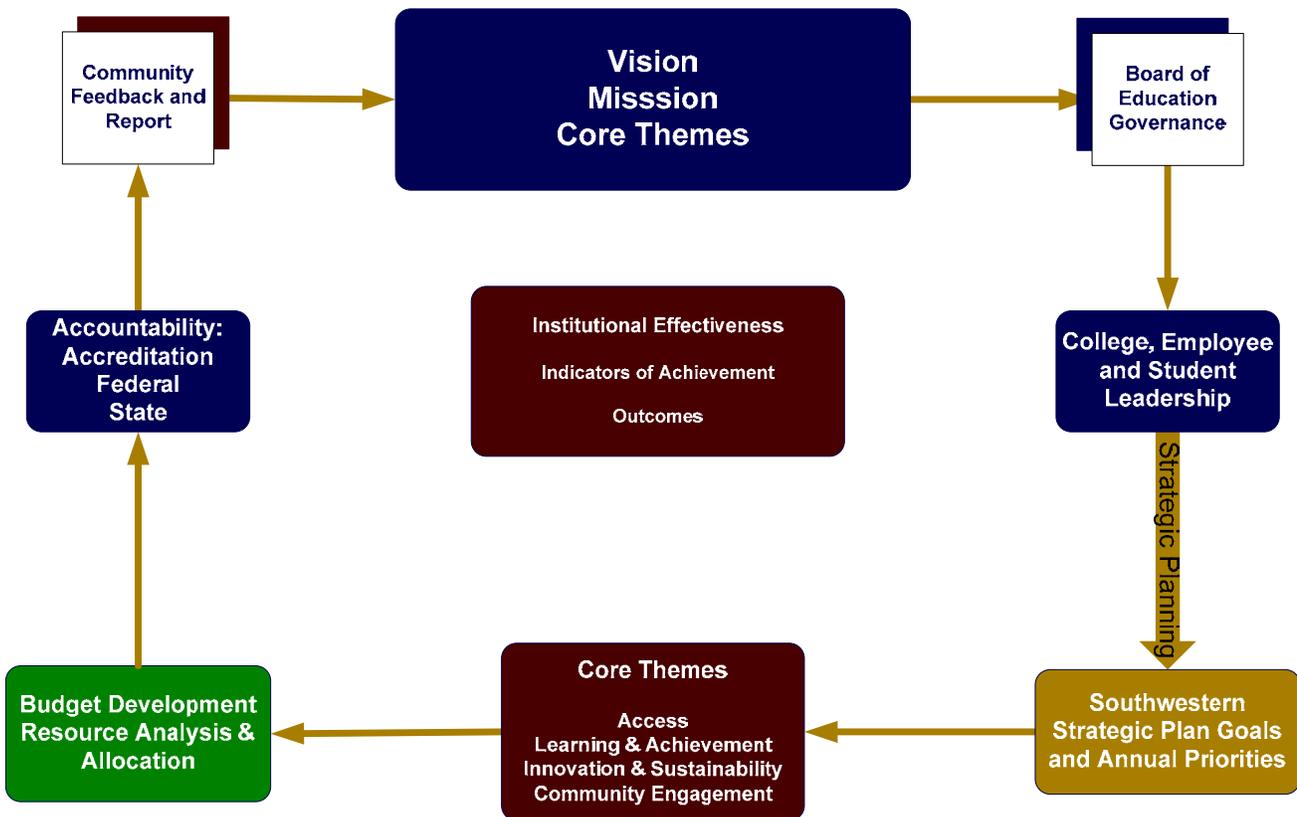
Section II

Institutional Effectiveness: Planning, Assessment, and Budgeting

As an accredited institution, Southwestern is committed to implementing a [planning](#), [assessment](#) and [effectiveness](#) process which uses available resources and produces clear evidence of student learning and excellent learner support. The institution will guide and support staff in the systematic documentation of student learning and learner support. Southwestern also disseminates such documentation to both the college community and the community at large. The following diagram is meant to illustrate the flow of work and interactions of information from the Board of Education, through the institution and out to and back from the community. A detailed integrated view of the model is illustrated in [Appendix C](#).

Institutional Effectiveness Model - Board and Community Diagram

Southwestern Oregon Community College Institutional Effectiveness



Characteristics of Institutional Effectiveness

- Collaborative (with participation and support from the board, administration, faculty, support staff, students and community)
- Ongoing (a dynamic process that is expected to evolve over time – continuous improvement)
- Impartial
- Efficient
- Data driven
- Meaningful (the value of the process is evident to the campus community)
- Accountable (those involved will hold each other accountable for following the process, making decisions and following through)
- Communicated (assessment results will be shared before any decisions, and outcomes will be communicated to stakeholders)

The College's institutional effectiveness process is an on-going, institution wide process of planning and assessment for the purpose of continuous improvement and to provide evidence that the College is effectively achieving its mission. The institutional effectiveness process at Southwestern Oregon Community College is an on-going planning—implementing—assessing cycle that is applied at every level of the College. It provides the basis for the administration to allocate resources, adapt to changes in the environment, and coordinate activities leading to fulfillment of the College mission.

Institutional Effectiveness is demonstrated through [mission fulfillment](#). Southwestern demonstrates achievement of mission fulfillment by successfully meeting the [objectives](#) of our core themes. [Objective](#) performance is measured by setting annual [target](#) levels for each core theme [indicator of achievement](#). Core themes are mapped to individual indicators of achievement and reviewed each year for applicability, annual target benchmarks, and consideration of new or deletion of indicators. [Indicators of Achievement](#) were developed to identify the individual success indicators and to set target benchmarks for which the institutional strives to annually achieve. ([Appendix D](#))

[Indicators of Achievement](#)

Indicators identified by the institution to illustrate achievement of the mission at the institutional level and reported to the Board of Education. Southwestern is committed to a practice of evaluating and assessing the effectiveness of the College. Accreditation and State standards also require the College to have in place practices to evaluate and assess the effectiveness of all programs and the administrative operations. [Indicators of Achievement](#) are one way the College demonstrates to the Accreditation agency, the State, the Board, the students, the Community and the staff institutional effectiveness.

Southwestern reported internal and external indicators supporting the College Mission through Measures of Institutional Effectiveness during the years 1994 through 2006. From January 2007 to November 2008, Southwestern and the State of Oregon individually reviewed core indicators to measure effectiveness. As a result of the Measure What You Treasure report issued by the Oregon Community Colleges and Workforce Development Commissioner Cam Preus and the alignment of existing College measures with the new State indicators and accreditation requirements, a new set of measures was proposed for consideration by the Board of Education beginning April 2009. The measures have served the college and are once again undergoing revision to meet the new accreditation standards and will be labeled [Indicators of Achievement](#) ([Appendix D](#)).

TracDat Software Structure

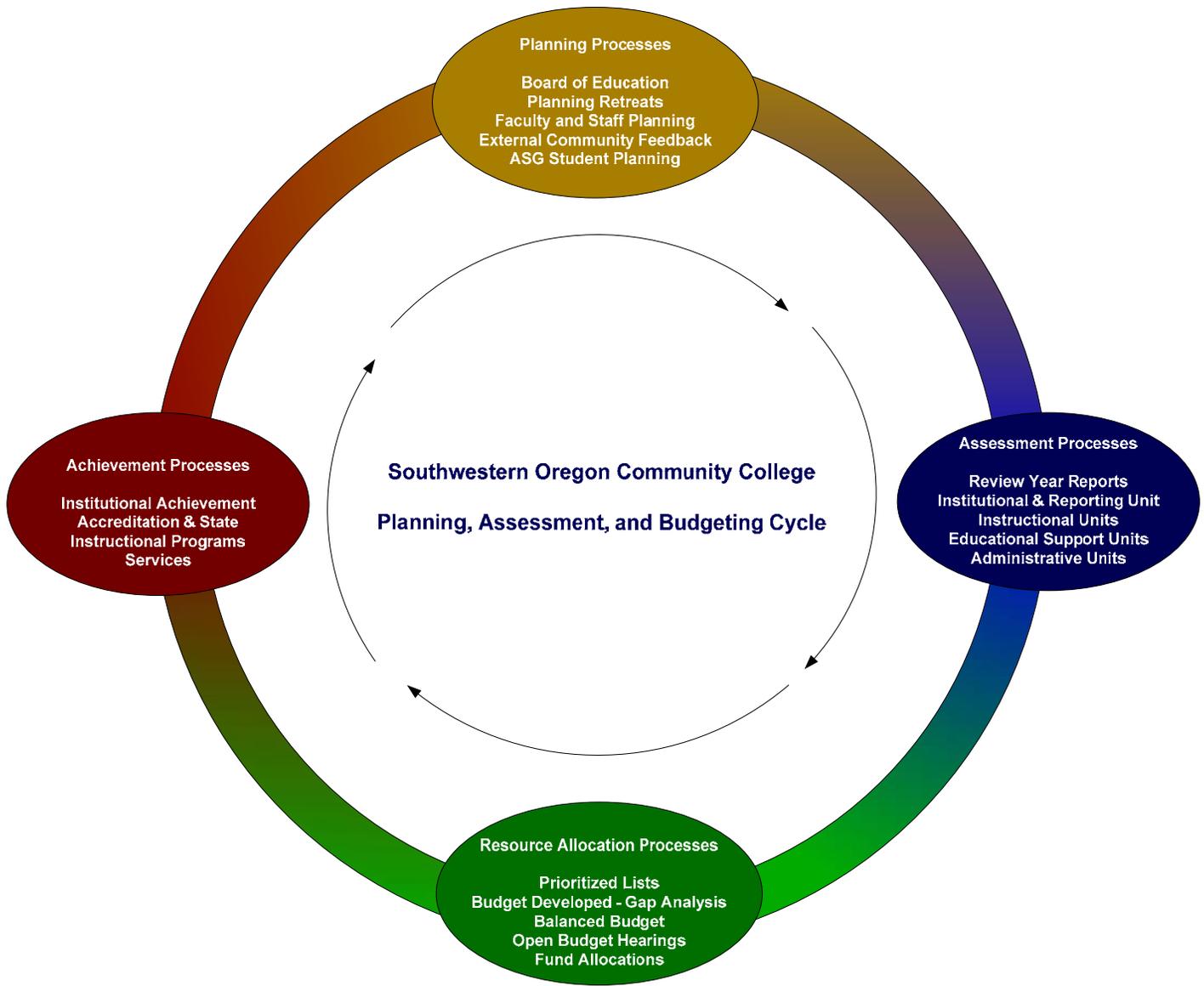
The Nichols model ([Appendix F](#)) was adopted and initial templates developed for use by faculty and staff to complete the development of outcomes, means of assessment and criteria for success by all instructional and administrative/educational support units and the information was then entered into the TracDat software providing ease of tracking, centralization of data, and templates for reporting results and use of results. All future entries will be made directly into the software system. These will be easily completed through assignments that allow staff to respond to an email link and directly add data to templates which automatically update the data system. TracDat quick-entry steps are included in each section of the handbook. Further instructions and templates are located in [Appendix E](#).

Planning, Assessment and Budgeting

[Planning](#), [assessment](#) and [budgeting](#) are all processes that are interrelated and occur on a cyclical basis. [Planning processes](#) allow the college to create a roadmap to guide the staff to fulfill the mission and meet the strategic plan goals. The [assessment processes](#), including the reporting of achievements, allow the college to determine the effectiveness of the operations and student learning outcomes then communicate these to the

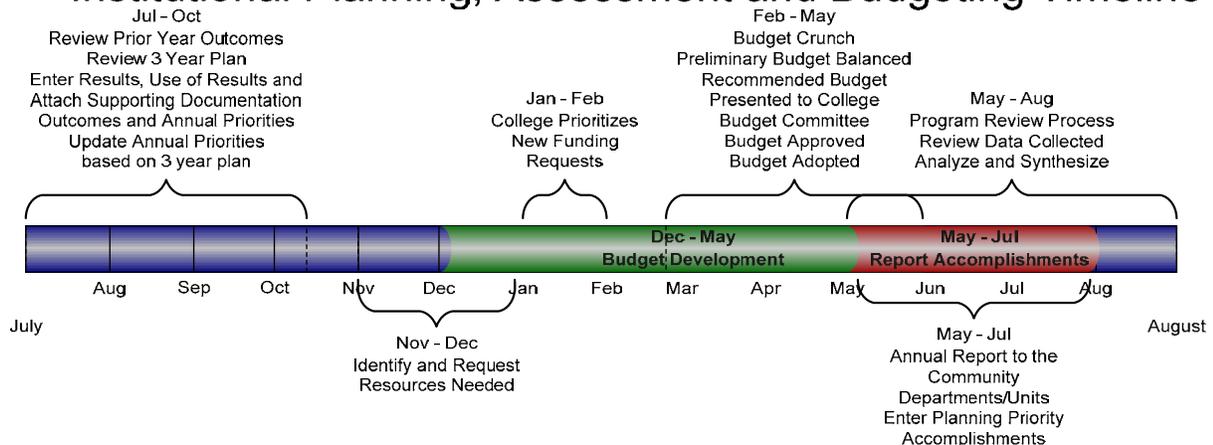
public. The assessment results are used to plan for the future and to request budget funds. All of the [budget processes](#) are designed to ensure that the appropriate level of projected expenditures and revenues are planned for the next academic year and that prioritized budget requests from the planning and assessment processes have been included.

Planning, Assessment and Budgeting Processes Cycle



Planning, Assessment and Budgeting Timeline

Institutional Planning, Assessment and Budgeting Timeline



Section III Planning Processes

Planning

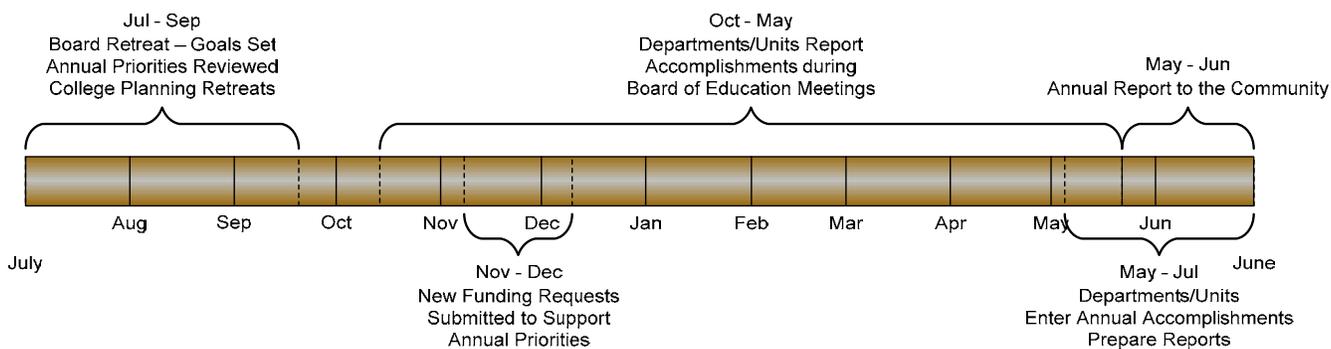
Planning is the collaborative process by which the college develops long-term [strategic plan goals](#) and [annual priorities](#). The strategic plan goals are designed to serve the college for at least a seven-year period which coincides with the accreditation review cycle.

Other planning processes include the Master Facility Plan, the Technology Plan, the Academic Plan, and the Emergency Preparedness plan. Each of the plans is developed through a similar process and is led by a campus representative appointed by the Executive Team.

Planning Steps and Timeline

Planning begins with the annual Board of Education Retreat held in July of each year. The Board of Education meets to identify annual Board Goals and to review the Southwestern [Strategic Plan](#). The Board Goals and comments on the strategic plan are communicated to the campus during the September Board of Education meeting. Unit and/or department planning along with reporting unit planning occur during fall term for the next year. This process allows for the emergence of annual plan priorities from all units and/or departments as a result of the various meetings held during the term. Annual priorities are identified from annual planning meetings and from the [assessment process](#) (reporting of results and use of results). Requests for budget funds or reallocation of resources are tied to the annual priorities previously identified in the planning and assessment processes. The [budget process](#) directs the allocation of funds as prioritized in order to support and implement continuous improvement efforts and fulfill the mission of the College.

Institutional Planning Timeline



- During the fall term, the institution reviews the Board of Education goals and holds meetings to identify both unit and department goals and to set annual priorities for the next year with a rolling three-year annual priority list.
- The compilation of all of the goals goes into a document that identifies the main goals of the current strategic plan (updated at least every 7 years).
- Each year, every department identifies its annual priorities to align with the strategic plan goals.

- Quarterly, or even more frequently, these priorities are entered into the TracDat system along with ongoing status updates.
- Each quarter, reporting units enter a status update for priorities derived from their unit reports. These reports are used by the Executive Team for quarterly Board of Education Updates to the Strategic Plan.
- Each unit and/or department submits an annual report to the reporting unit.
- Each reporting unit synthesizes all of its achievements and produces a reporting-unit annual-priorities status-update report.
- This report is then used to create the *Annual Report to the Community*.

<i>TracDat Quick Entry Steps – Units and Reporting Units</i>	
1)	<i>Unit tab - enter annual priorities by clicking on the yellow “add” tab at the bottom of the screen</i>
2)	<i>Outcomes & Assessment tab – confirm that the annual strategic plan outcome is active</i>
3)	<i>Means of Assessment link – add new annual report each year; copy prior year then edit and change dates</i>
4)	<i>Results tab – enter ongoing results throughout the year and at least once a quarter Submit quarterly reports to reporting unit</i>
5)	<i>Reports tab – create an ongoing report of results using the Southwestern Strategic Plan - Update 2010-11; or create a quarterly report of results using the Southwestern Strategic Plan Quarterly Update Fall (choose appropriate quarterly report); save a copy of the report and upload into the document repository</i>
6)	<i>Reporting Units Only: Use Step 4 and 5</i>
7)	<i>Reporting Units Only: Submit report to Executive Team representative October 1, January 1, April 1, June 15</i>

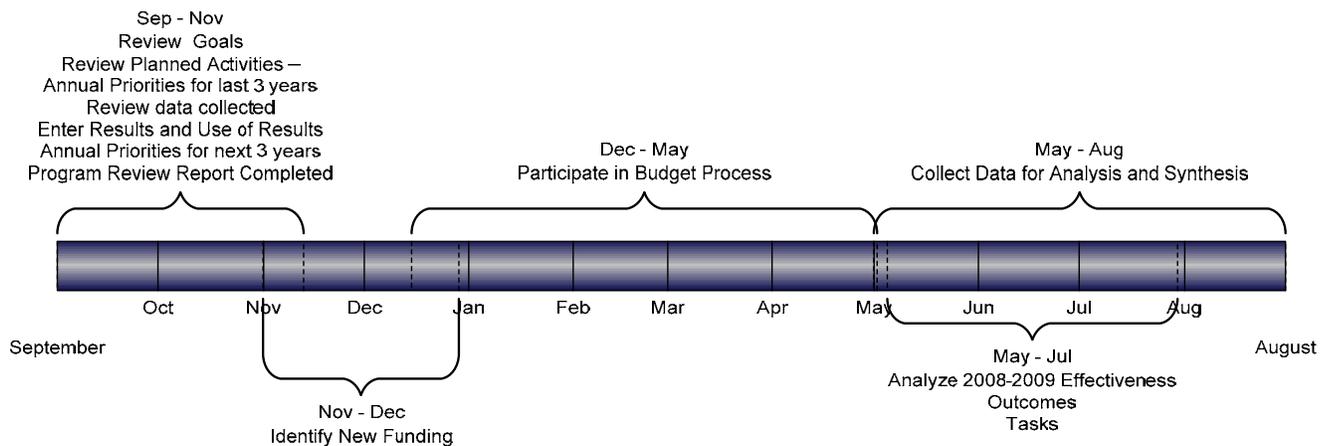
All TracDat quick steps are described in further detail including visual images of the software screens in [Appendix E](#).

Section IV Assessment Processes

Assessment

[Assessment](#) is a means of evaluation and analysis designed to demonstrate how well the College and units/departments have met the outcomes identified for student learning and administrative/educational support services. All units/departments are expected to conduct a comprehensive program review once every three years beginning with the academic year 2010-11. Unit/department reports are submitted to the reporting unit staff by November 15th following the review year. Example: 2010-11 Program Review Report is submitted by November 15, 2011.

Institutional Assessment Process Timeline



For assessment to be truly effective, it must be meaningful, reflective, and self-regulated. The purpose of assessment is to use the results, positive or negative, to stimulate meaningful dialogue about how instruction and services can be modified to engage students in the learning process and to sustain institutional effectiveness. Institutional effectiveness reflects how well the college is meeting its mission and goals.

[Assessment Plan](#)

An assessment plan is the combination of [outcomes](#), [means of assessment](#) and [criteria for success](#) that have been identified for every unit/department on campus.

[Assessment Plan Evaluation Requirements](#)

Every unit/department is required to evaluate how well the outcomes have been met on an annual basis. [Results](#) are entered on an annual basis. A Program Review is conducted at least every three years and a comprehensive report of program/operational effectiveness is produced. Units/departments are expected to hold an annual meeting to discuss the active outcomes (the information to be discussed at the meeting is to be distributed for review by all members of the unit at least one week prior to the meeting in order to facilitate quality discussions at the meeting). It is desirable to have the outcomes be reviewed on an annual basis and any new outcomes be added to the TracDat system. At the same time, users should inactivate any outcomes in TracDat that are no longer applicable. Before deactivating any outcomes, the user must be sure results and [use of results](#) for those outcomes have been reported in a comprehensive review year report. In this way, the history of institutional decisions will be preserved.

What is *Program Review*?

Program review has four parts:

- 1) A comprehensive review of the unit outcomes;
- 2) The synthesis and analysis of the results of each outcome;
- 3) Review of the internal and external trends that impact the unit; and
- 4) The use of results for each outcome.

The use of results is the planned improvements, changes, and any other modifications to programs and/or services. The comprehensive review includes quantitative and qualitative data as well as a review of operational policies and procedures. ([Eight Steps](#), [Appendix H](#) and [Appendix I](#))

Program review occurs every three years and the end product is a report compilation of three years' of data, which illustrates the level achieved by outcome and the effectiveness of the unit/department (program, degree, certificate, or administrative/educational support service provided to students) based on the synthesis and analysis of data showing internal and external trends.

What are *Outcomes*?

They are culminating activities, products, or performances that can be measured.

What are *Administrative or Educational Support Outcomes (AESO)*?

They are outcomes related to administrative or educational support services provided to students or potential students. ***Answers the question: "What will the students GAIN or EXPECT from the experience/service provided?"***

Administrative outcomes are a means of evaluating the services provided by administrative units. They are created and assessed by the staff and managers of the unit. They inform planning and lead to goals of improved support services. They are expressed as statements of what clients experience, receive or understand as a result of a given service. All outcomes should be tied to reporting unit goals.

Educational Support outcomes are a means of evaluating the services provided by educational support units. They are created and assessed by the staff and managers of the unit. They inform planning and lead to goals of improved support services. They are expressed as statements of what clients experience, receive or understand as a result of a given service. All outcomes should be tied to reporting unit goals.

What are *Student Learning Outcomes (SLO)*?

Student learning outcomes are related to the instruction provided to students at the course or program level. ***Answers the question, "What will the student be able to DO with what is learned in a course and/or program?"***

Student learning outcomes are a means of evaluating student learning. They are created and assessed by the faculty, department, or academic program. They inform planning and lead to goals of improved learning. SLOs are expressed in statements of what students will be able to think, know, do, or feel because of a given educational experience. SLOs should be tied to reporting unit goals.

What are *General Education Student Learning Outcomes (GESLO)*?

General education student learning outcomes are the knowledge, skill, attitudes and abilities every student should possess after graduating with a certificate or degree from Southwestern Oregon Community College.

Students will be able to demonstrate achievement of these outcomes as well as the specific curriculum outcomes for their academic or technical area of study. *Answers the question, “What will the student be able to DO with what is learned in a program?”*

What are Program Outcomes?

Program outcomes are all identified Student Learning Outcomes specific to the program, 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?”*

How do I develop an outcome?

An outcome is a result of an action – use verbs. Examples: Refer to [Appendix F](#) and [Appendix G](#) (Nichols model examples and Bloom’s Taxonomy).

Getting started is the hardest part; remember that you have been doing a portion of this all along. The [Eight-Step Process](#) outlined below provides a clear and tangible way to articulate your efforts. The intention of the process is to provide a step-by-step layout of how to develop SLOs and AESOs, how to assess them, what to do with the data, and how to use the findings. It also explains how to document your efforts with the model that is used by the campus. By establishing and maintaining a documentation process, it is easier for you and your department/unit to see what work has been done, how it went, and what actions need to be taken to meet the goals and needs of your department.

Developing and assessing SLOs and AESOs is a process, and the following steps are intended to serve as a set of guidelines. It is imperative to look at the culture within your department/unit or program to determine how this process will best be implemented.

STEP	DESCRIPTION
1. Preliminary Discussion	Schedule a faculty/staff meeting to brainstorm ideas for outcomes.
2. SLO/AESO Statements – see Appendix H General Education Outcomes - see Appendix I Bloom’s Taxonomy – see Appendix G	a) Develop a list of measurable SLO/AESO b) Enter into TracDat – Refer to Appendix E
3. Assessment Plan – see Appendix E	a) Develop an assessment plan for each SLO/AESO b) Enter means of assessment and criteria for success into TracDat – Refer to Appendix E
4. Data Collection – see Appendix E Sample Means of Assessment Listing	Assess student learning or client experiences using identified means of assessment and collecting the results of the assessments Refer to Appendix E
5. Data Analysis and Summary – see Appendix J	a) Aggregate and analyze the data. b) Enter the results into TracDat- Refer to Appendix E
6. Closing the Loop – see Appendix J	a) Determine ways to use the data and make applicable revisions to the curriculum, services, departmental processes, and the outcomes. b) Enter the Use of Results into TracDat - Refer to Appendix E c) Print Program Review Report from TracDat – Refer to Appendix E
7. Documentation – see Appendix J	a) Attach data and other documentation to support the decisions and changes made.

	b) Attach supporting documentation to the results in TracDat - Refer to Appendix E
8. Continuous Cycle – see Appendix J	Repeat the process while continuing to incorporate your SLO/AESO process into your Electronic Planning for Institutional Effectiveness

How do I Assess Outcomes?

Once the assessment plan has been completed and data collected (Steps 1 – 4 listed above) it is time to start assessing the outcomes. By following the guidelines for Steps 5 through 8 listed below and in [Appendix J](#), the assessment process is completed and the continual improvement cycle begins. Program review and assessment is an ongoing process cycling through Steps 1 – 8 at least once every three years.

Step 5: Data Analysis - Aggregate and analyze the data.

After the assessment has been conducted, analyze and summarize the data. Refer to your assessment plan and examine the actual student performance or client behavior as you think about what you had expected to happen. How do they compare? Enter the results in TracDat—you may use the template located in [Appendix E](#) as a guide or to record initial information.

Step 6: Closing the Loop - Determine ways to use the data to make applicable revisions to the curriculum, departmental services and processes, and the outcomes. The planned activities are listed as the annual priorities for the unit for the associated years – the items that will be done or plan to do.

Schedule and conduct another meeting with your faculty/staff to discuss the assessment results and the data summary. This step is the most vital since this is the time when you and your team can examine the findings, see areas for growth or opportunity, and brainstorm ideas and methods to address those areas. The purpose of this meeting is to stimulate meaningful dialogue and initiate change.

Enter the information within TracDat—you may use the template located in [Appendix E](#) as a guide or to record initial information. Report specific use of results: what will be done next year or in the next three years as a result of the synthesis and analysis, what improvements will be made, what changes are expected to be implemented. Enter planned activities in TracDat as the annual priority for the associated year. Explain briefly how analysis of the data led to the changes.

Are new resources needed? If so, enter a request for budget funds within TracDat, identifying the account number and the amount needed. You may want to use the template located in [Appendix E](#) to list all resources needed. Resources requested by department/unit faculty and staff are the foundation of plan implementations, which lead toward the achievement of identified annual priorities and changes to the curriculum or services. Resources may include budget, facilities, staffing, research support, training, and marketing.

Step 7: Documentation – Always attach documentation within the TracDat system as evidence to support the analysis of the data. Attach meeting minutes, aggregate scores, and other examples that support the results and provide evidence. ([Appendix E](#))

Step 8: Continuous Cycle - Repeat the process continuously at least once every three years, *focusing on various* SLOs/AESOs. It is recommended Steps 5 – 8 be repeated on a yearly basis to capture data and enter yearly results.

The process of self-reflection and assessment must remain a continuous process in order to bring about meaningful change. Assessment enables each department to evaluate its current and future goals, its

current and future needs, and its current strategies to serve its students and clients. Continuous improvement builds on existing efforts to improve student performance and optimize student/client experiences. Thus, it is imperative to continue analytical discussions and to revise assessment efforts as necessary in order to ensure that student and client needs are being met.

Section V Budgeting Processes

Budgeting

Budgeting is the collaborative process by which the college establishes a planned level of projected revenues and expenditures at the unit level for all funds.

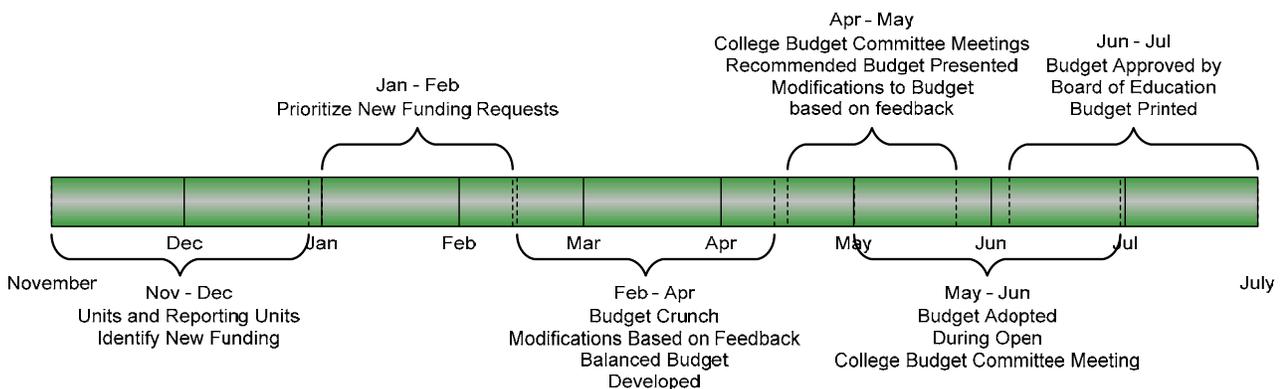
Budgeting Steps and Timeline

The process for developing the college budget can be grouped into the following four areas: (a) prepare the recommended budget, (b) approve the budget, (c) citizen involvement and public exposure, and (d) adopt the budget. Staff members request funds to be included in the budget as a result of the assessment and planning processes conducted by all departments/unit. Each department and/or unit submits a prioritized list to the reporting unit staff responsible for budget preparation.

Budget preparation begins with revenue forecasting and determining known expenditures and obligations. The next step is to review the unit level requests for funds and then prioritize the lists by reporting unit level (Vice President, Executive Director, Director, Dean, Associate Dean). The lists are then submitted to the Executive Team for review and inclusion in the initial crunch (comparison of projected revenues to requested expenditures) of the budget. Campus meetings are held for input and to consider other requests not submitted on the prioritized lists.

The goal is to prepare the budget while adhering to the strategic plan under the constraint of the financial situation. The Faculty Senate Assessment, Planning, and Budgeting Committee participate in discussions held in the Internal Budget Advisory Committee (IBAC). The proposed budget crunching continues until the budget is balanced (revenues equal expenditures); this budget becomes the Recommended Budget to be submitted to the College Budget Committee (composed of seven college district citizens and seven Board members). The Recommended Budget is presented in a public meeting and undergoes a full review by the Committee with public comment available. Modifications may be made to the budget based on feedback received during the public meeting(s). It is at this time that the Board of Education adopts the approved budget during a Board of Education meeting and the Adopted Budget becomes the Approved Budget for the fiscal year.

Institutional Budgeting Timeline



- During late fall term, based on the assessment and planning processes, the institution reviews all requests for funds that were entered in the TracDat system.
- Requests are prioritized by each department/unit and submitted to reporting unit staff.
- Reporting unit staff members hold meetings with all associated departments/units and finalize budget priorities. The budget priorities are submitted to the appropriate Executive Team member.
- Initial crunch of the budget occurs – projected revenues and expenditures are put in system for gap analysis.
- Meetings held on campus until the gap is closed; then the recommended budget book is assembled.
- The Recommended Budget is presented to the College Budget Committee for approval.
- The next step is to present the Approved Budget to the Board of Education for adoption.

<i>TracDat Quick Entry Steps – Requesting Funds for the Budget Cycle</i>	
<i>1)</i>	<i>Results tab – Enter request for funds after entering the results for an outcome and then clicking on the add use of results link; this request is for the next budget cycle</i> <ul style="list-style-type: none"> • <i>Enter the account number</i> • <i>Enter the dollar amount requested (no dollar sign and no decimals)</i>
<i>2)</i>	<i>Use of Results associated with the Results tab entry for annual priorities – request funds for next cycle</i>
<i>3)</i>	<i>Use of Results associated with the Results tab entry for review year reports – request funds for next cycle</i>
<i>4)</i>	<i>Print report for annual priorities: Budget funds request to prioritize budget requests within the unit and submit to reporting unit staff</i>
<i>5)</i>	<i>Print report for review year: Budget funds request to prioritize budget requests within the unit and submit to reporting unit staff</i>
<i>6)</i>	<i>Budget requests may occur at other times of the year and outside of the planning and assessment process; contact supervisor for the process to request funds</i>
<i>7)</i>	<i>Print and save all reports to the document repository as evidence of requests</i>

Appendix A
Core Themes and Strategic Plan Goals
2009-10

Core Themes	Strategic Plan Goals
<p style="text-align: center;">Access</p> <p>Access is the pathway to learning opportunities for students and the community through support services and diverse delivery methods.</p>	<p>1</p> <p>Ensure access to diverse learning opportunities.</p>
	<p>2</p> <p>Provide access to support services for students, staff, and the community.</p>
<p>Learning and Achievement</p> <p>Student learning and student achievement are at the core of the College mission and given the highest priority by emphasizing quality teaching; quality learning; quality course and program design; retention; persistence; completion; graduation and/or transfer.</p>	<p>3</p> <p>Maintain and develop quality learning opportunities to encourage student success and achievement.</p>
	<p>4</p> <p>Support student goal attainment and lifelong learning.</p>
<p style="text-align: center;">Innovation and Sustainability</p> <p>Innovation and sustainability are interwoven to both seize opportunities for resource development and maintain continuous improvement for a strong infrastructure of employees, technologies, and facilities.</p>	<p>5</p> <p>Create the vision and structure for long-term college sustainability and growth.</p>
	<p>6</p> <p>Support college growth through appropriate planning, budgeting, and assessment.</p>
	<p>7</p> <p>Allocate resources to support continuous improvement for a strong infrastructure of employees, technologies, and facilities.</p>
<p style="text-align: center;">Community Engagement</p> <p>Community engagement is the means to build strong partnerships and provides opportunities for the community to participate in diverse activities and events.</p>	<p>8</p> <p>Sustain and build strong community, business, and agency partnerships.</p>
	<p>9</p> <p>Promote and provide opportunities for the community to engage in diverse activities and events.</p>

Appendix B

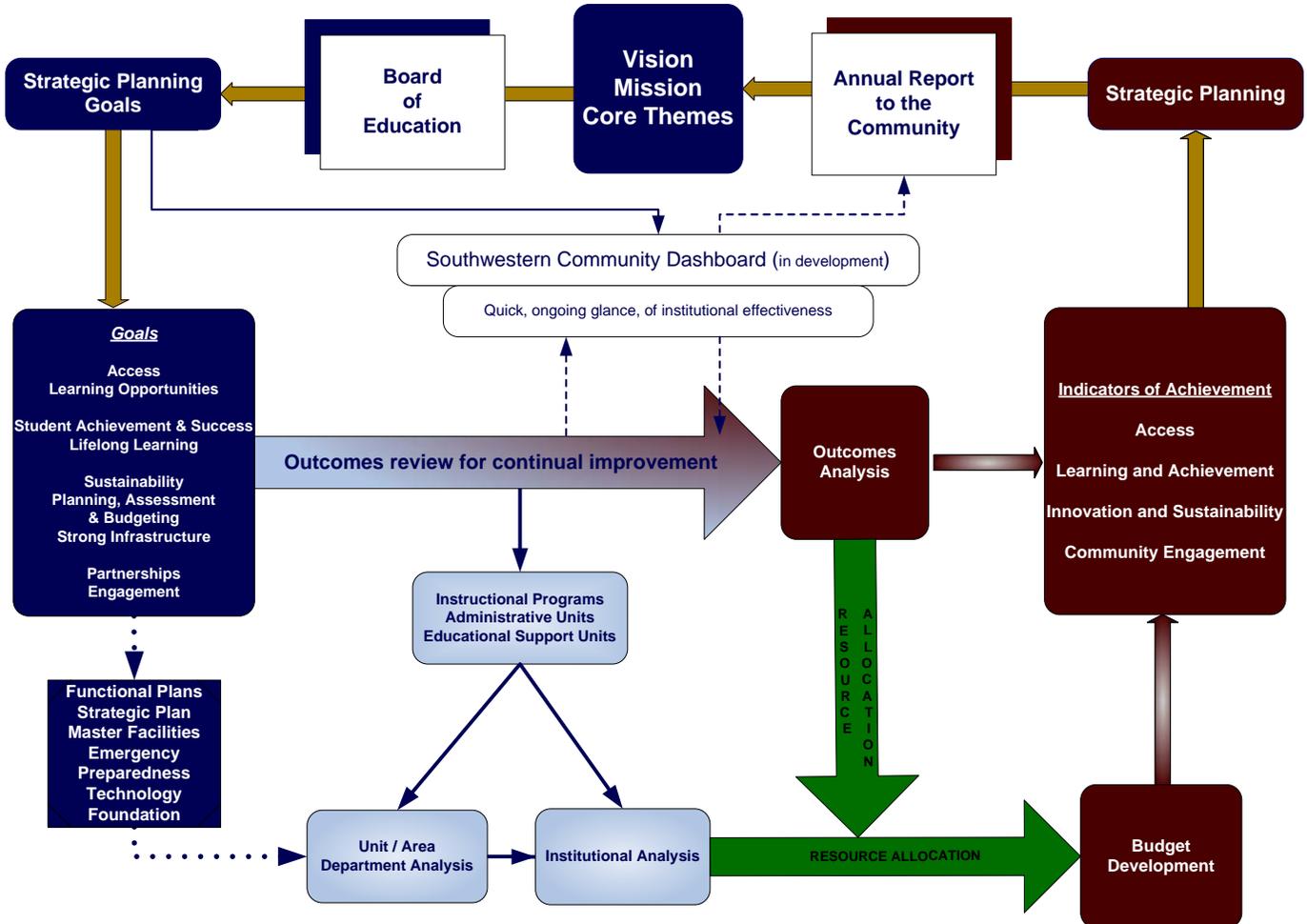
Planning, Assessment and Budgeting Cycle with Steps



Appendix C

Integrated Institutional Effectiveness and Assessment Model

Southwestern Oregon Community College Institutional Effectiveness Model



Appendix D

Southwestern Oregon Community College
Office of Institutional Research

DRAFT Indicators of Achievement
Core Theme Indicators of Success



IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
1	FTE Credit and Non-Credit Report Percentage increase over prior year All FTE Reimbursable FTE Full-time enrollment status FTE Part-time enrollment status FTE Program Area FTE	Access 1 Innovation Sustainability 5 Community Engagement 9	3% 3375 3269 Trends Trends Trends	3% 3476 3367 Trends Trends Trends	3% 3580 3468 Trends Trends Trends	3% 3688 3572 Trends Trends Trends
2	Enrollment Credit and Non-Credit Report Percentage increase over prior year Total enrollment Reimbursable enrollment Full-time enrollment status Part-time enrollment status Program Area	Access 1 Innovation Sustainability 5 Community Engagement 9	3% 10,947 3,000 Trends Trends Trends	3% 11,275 3,000 Trends Trends Trends	3% 11,614 3,000 Trends Trends Trends	3% 11,962 3,000 Trends Trends Trends
3	Labor Trends Percentage of programs meeting high demand labor needs	Access 1 Learning Achievement 4	80% State 90% Local	80% State 90% Local	80% State 90% Local	80% State 90% Local
4	Student Satisfaction Average rating level for services Average rating for courses	Access 2 Learning Achievement 3 Community Engagement 8 Community Engagement 9	TBA Adjust Target as Necessary	4 of 5 4 of 5	4 of 5 4 of 5	4.25 of 5 4.25 of 5
5	Student Intended Goals Achieved Percentage of students attaining self-disclosed goal	Learning Achievement 4 Community Engagement 9	TBA Adjust Target as Necessary	50%	50%	50%

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
6	Annual Report to the Community Percentage of goal priorities achieved	Access 1, 2 Learning Achievement 3, 4 Innovation Sustainability 5, 6, 7 Community Engagement 8,9	90%	90%	90%	90%
7	Course Credit and Non-Credit Report Percentage increase over prior year All FTE Reimbursable FTE Full-time enrollment status Part-time enrollment status Program Area Courses offered Billing Credits enrolled	Access 1 Innovation Sustainability 5 Community Engagement 9	3% 3375 3269 Trends Trends 3% Trends 61,000	3% 3476 3367 Trends Trends 3% Trends 64,000	3% 3580 3468 Trends Trends 3% Trends 67,000	3% 3688 3572 Trends Trends 3% Trends 70,000
8	Employer Perceptions Employer Satisfaction and Opinion Survey	Learning Achievement 3 Innovation Sustainability 5, 6 Community Engagement 8	Need Baseline	4 out of 5 Example need to set from baseline		
9	Employee Development & Satisfaction Employee Satisfaction and Opinion Survey Percent of employee participation Number of trainings offered	Innovation and Sustainability 7	Need Baseline	4 out of 5 75% 10	Examples; need to determine	
10	Student Engagement a. CAAP: Collegiate Assessment of Academic Performance b. CCSSE: Community College Survey of Student Engagement c. SENSE: Survey of Entering Student Engagement	Learning and Achievement 3, 4	Fill in CAAP and CCSSE benchmark And SENSE SENSE 2009	Benchmark goals go here CCSSE 2010	CAAP 2011	SENSE 2012
11	Early Alert Percent of students passing courses after being put on early alert	Learning Achievement 3	75% Within 2 % of all courses	75.5%	76%	76.5%

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
12	<p>No longer used; replace with Student Achievement Percent of passing grades in all courses Percent of passing grades by course type (LDC, Voc Prep, etc) Average GPA of program students Average GPA of graduates Graduation Rates</p>	<p>Learning Achievement 3,4 Get all baselines</p>	<p>77% 80% LDC 85% VP 90% VS 68% Remedial GPA Baseline Baselines needed</p>	<p>77.5% LDC VP VS Remedial .2 increase each year</p>	<p>78% LDC VP VS Remedial .2 increase each year</p>	<p>78.5% LDC VP VS Remedial .2 increase each year</p>
13	<p>Placement Rate Perkins info here – get from state</p>	<p>Access 1, 2 Learning Achievement 3, 4</p>	<p>Use grant figures</p>			
14	<p>Structured Work Experience Percent of majors participating in course Percent of change in participating business from year to year</p>	<p>Access 1, 2 Learning Achievement 3 Community Engagement 8</p>	<p>34% 3% increase</p>	<p>34% 3% increase</p>	<p>34% 3% increase</p>	<p>34% 3% increase</p>
15	<p>Fiscal: Statement of Cash Flows YTD– All Funds Positive growing cash flow</p>	<p>Innovation Sustainability 5, 7</p>	<p>800,000</p>	<p>1,000,000</p>	<p>1,200,000</p>	<p>1,400,000</p>
16	<p>Fiscal: Statement of Revenues and Expenditures – All Funds Revenues exceed expenditures</p>	<p>Innovation Sustainability 5, 7</p>	<p>Ratios Check with BO</p>			
17	<p>Fiscal: Balance Sheet – All Funds</p>	<p>Innovation Sustainability 5, 7</p>	<p>Ratios Check with BO</p>			
18	<p>Fiscal: Statement of Budget and Actual Revenues and Expenditures</p>	<p>Innovation Sustainability 5, 7</p>	<p>Ratios Check with BO</p>			
19	<p>Fiscal: Revenues & Expenditures - CCFIS</p>	<p>1 and 3</p>	<p>Remove</p>			
20	<p>Fiscal: Enterprise Funds Activity</p>	<p>Innovation Sustainability 5, 7</p>	<p>Ratios Check with BO</p>			
21	<p>Fiscal: Foundation Activity Increase in donors over prior year Increase in recipients over prior year</p>	<p>Innovation Sustainability 7 Community Engagement 8</p>	<p>3% 3%</p>	<p>3% 3%</p>	<p>3% 3%</p>	<p>3% 3%</p>

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
22 State	State Student Success Indicators SSI 1: High school students enrolling directly into college Track number of Oregon high school graduates who enroll in a community college the following fall term	Access 1, 2	Baseline 33%	Set by state with 2011		
22 State	SSI 2: Postsecondary level of math, reading and writing Measure skills necessary to enter LDC credit courses and CTE program areas	Access 1, 2 Learning Achievement 3, 4	Baseline			
22 State	SSI 3: Credits earned toward an Associate of Arts Degree Measure progress in LDC program areas at milestone points	Learning Achievement 3, 4	Baseline			
22 State	SSI 4: Credits earned toward a CTE certificate or degree Measure progress in CTE program areas at milestone points	Learning Achievement 3, 4	Baseline			
22 State	SSI 5: Term to term persistence Measure whether student continues from term to term	Learning Achievement 3, 4	Baseline			
22 State	SSI 6: Fall to fall retention Measure whether student returns one year to the next	Learning Achievement 3, 4	Baseline			
22 State	SSI 7: GED to next level Measure the movement from GED completion to the next level of learning	Access 1, 2 Learning Achievement 3, 4	Baseline			
22 State	SSI 8: GED fall to fall persistence Measure the movement of GED completers who persist at the next level of training	Access 1, 2 Learning Achievement 3, 4	Baseline			
22 State	SSI 9: ESL/ESOL noncredit to next level Measure how a student transitions from ESL/ESOL to credit classes	Access 1, 2 Learning Achievement 3, 4	Baseline			
23 State	KPM 1: SUCCESSFUL GED APPLICANTS Percentage of GED certificate applicants successful	Learning Achievement 3, 4	79%	79%	80%	80% *

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
23 State	KPM 7: COMPLETION OF BASIC SKILLS/ESL Percentage of students enrolled in a basic skills or ESL program who complete successfully	Learning Achievement 4	50.9%	63.7%	63.7%	63.7% *
23 State	KPM 8: NURSING COMPLETION Percentage of students who successfully complete a nursing program	Learning Achievement 3, 4	73.7%	73.7%	73.7%	73.7% *
23 State	KPM 10: BITS COMPANY SATISFACTION Percentage of companies ranking training they received through community college Business and Industry Training System (BITS)	Community Engagement 8	95%	95%	95%	95% *
23 State	KPM 11: LICENSING/CERTIFICATION RATES Oregon community college students' pass rate for national licensing tests compared to national pass rates	Learning Achievement 3, 4	93%	93%	93%	93% *
23 State	KPM 12: CAREER TECHNICAL EDUCATION DEGREE/CERTIFICATE COMPLETION Number of Career Technical Education (CTE) degrees and certificates awarded	Learning Achievement 3, 4	3% 150	3% 155	3% 160	3% 165
23 State	KPM 13: ASSOCIATE DEGREE COMPLETION Percentage of students in Associates degree programs who obtain an Associates degree	Learning Achievement 3, 4	31.6%	31.6%	31.6%	31.6% *
23 State	KPM 14: STUDENT TRANSFERS TO OUS Percentage of students attending an Oregon community college during one academic year who transfer to an OUS institution the following academic year	Learning Achievement 3, 4	15.2%	15.2%	15.2%	15.2% *
23 State	KPM 15: PROGRESS OF TRANSFER STUDENTS Percentage of community college transfer students who demonstrate progress by returning for the second year	Learning Achievement 4	80%	80%	80%	80% *

IA#	Achievement Indicator of Success	Core Theme Goal	2009 Baseline	2010 Target	2011 Target	2012 Target
23 State	KPM 16: TUITION/FEES Oregon's rank for college tuition and fees among all western states	Access 1, 2 Innovation Sustainability 5, 6	TBD	TBD	TBD	TBD
23 State	KPM 17: HIGH SCHOOL PARTICIPATION Number of high school students enrolled in community college credit programs	Access 1, 2	3% 667	3% 688	3% 708	3% 729
23 State	KPM 18: MINORITY ENROLLMENT Each minority's proportion of total community college enrollment as a percentage of each minority's proportion of the total population, by racial/ethnic group.	Not Tracked at this time Access 1, 2	TBA	TBA	TBA	TBA
24 State	State Future Student Success Indicators FSSI 10 through 18					

- **2012 Target – state has not yet determined target level**

Appendix E

TracDat Software and Data Entry Steps Templates and Resources to Assist in Developing Outcomes and Means of Assessment

TracDat Web Link – full documentation available within the system

<http://tracdat.socc.edu:8081/tradat>

TracDat Login and Password

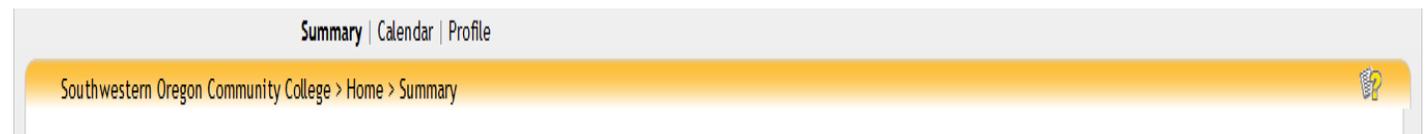
- The user name is assigned by the Institutional Research Office – ext. 7339.
- Username is generally the same as your Colleague username
- The password is initially set as the username plus the numeral “1”: username1

<i>TracDat Quick Entry Steps – TracDat Web Link and Login</i>	
<i>1)</i>	<i>Using a web browser, go to http://tracdat.socc.edu:8081/tracdat/</i>
<i>2)</i>	<i>Enter your username – generally the same as your Colleague username</i>
<i>3)</i>	<i>Enter your password – initially set as your username1</i>
<i>4)</i>	<i>Click Login</i>
<i>5)</i>	<i>To logout click on “Logout” located in the upper right-hand side of all screens</i>

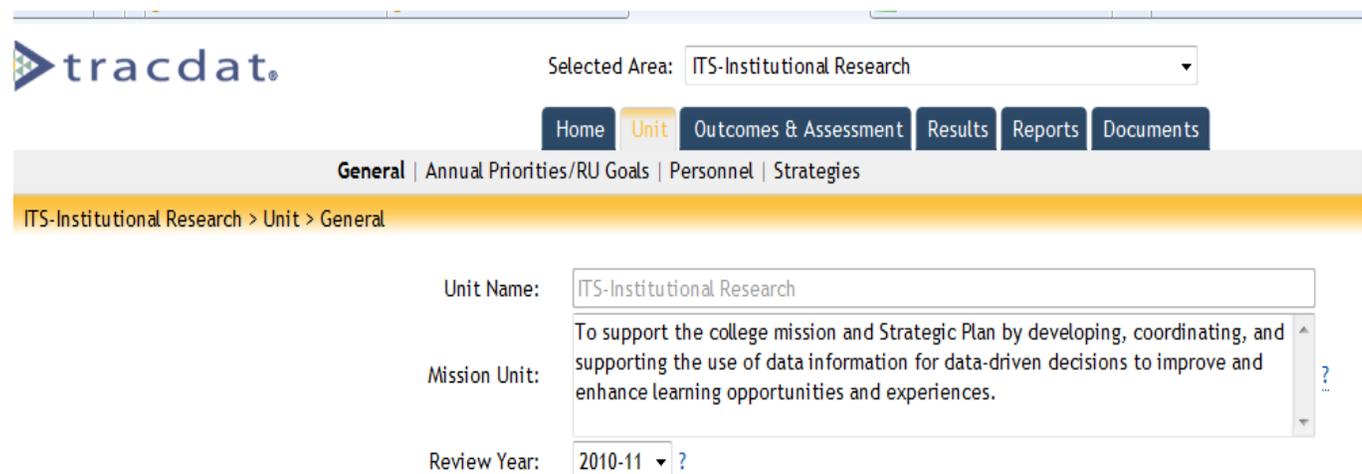
TracDat Help Icons

Help icons are located on each screen in the orange strip near the top on the right-hand side and are denoted

by a , providing help information for the screen. Click on the icon to activate the help screen.



Help icons are also located next to each textbox and are denoted by a  providing help information for the associated textbox. Click on the icon to activate the help screen.



tracdat. Selected Area: ITS-Institutional Research

Home Unit Outcomes & Assessment Results Reports Documents

General | Annual Priorities/RU Goals | Personnel | Strategies

ITS-Institutional Research > Unit > General

Unit Name: ITS-Institutional Research

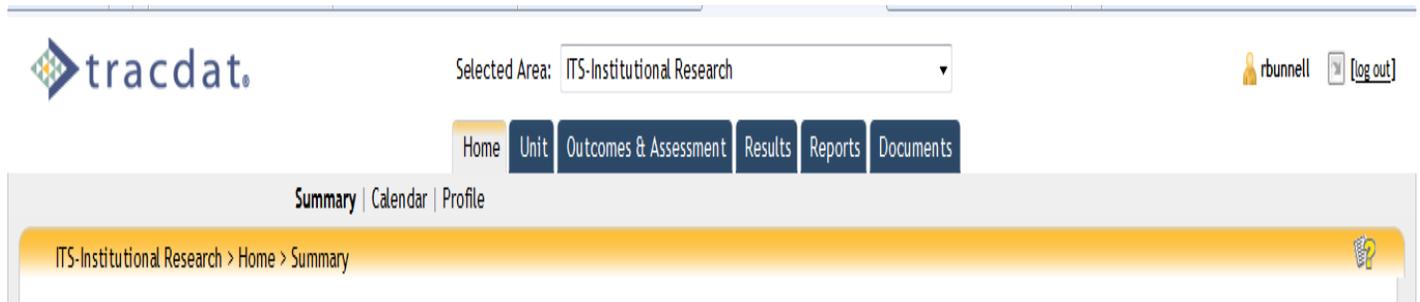
Mission Unit: To support the college mission and Strategic Plan by developing, coordinating, and supporting the use of data information for data-driven decisions to improve and enhance learning opportunities and experiences.

Review Year: 2010-11 ?

Home Tab and Links

The Home tab is a dashboard view of a Unit. It shows a snapshot of the unit’s assessment plan, assessment information, priorities and assignments. Clicking on a number (often purple), will either take you to another area with more specific information or pop-up a descriptive window.

Be sure you have selected the unit from the drop down menu next to the “Selected Area”



- **Summary Link**- Displays an overview of the outcomes and results for a particular assessment unit.
- **Calendar Link**- Provides a calendar to enter data.
- **Profile Link** – Provides a summary of user account information as it is known in TracDat.
 - This is where the *password may be changed by the user*.
 - Follow instructions using the help icons

Unit Tab and Links

- **General** – Displays the College Mission statement.
 - Displays the Unit Name
- **Mission** – Unit: This is where the mission of the unit is displayed on the screen
- **Review Year**: The next triennial review year for the unit is displayed on the screen
- **Annual Priorities/RU Goals**
 - All annual priorities for the unit/department are displayed on this screen
 - New priorities are added from this screen based on annual unit/department meetings
 - Each of these priorities can be tied back to a college goal and a Reporting Unit goal.
- **Personnel**
 - This screen lists the staff who have access to view and/or are able to edit a department/unit’s information
 - Administrator of the unit may add or delete staff

<i>TracDat Quick Entry Steps – Mission * Review Year * Annual Priorities</i>	
1)	<i>Add the Unit Mission in the textbox</i>
2)	<i>Select the review year (triennial cycle) that is scheduled for the unit; update after comprehensive review is completed and the review year report is produced and sent to the reporting unit staff</i>

3)	<i>Add annual plan priorities after planning meetings and based on assessment Click on the yellow tab at the bottom of the screen to “add new annual priorities/RU goals”</i>
4)	<i>Select the Goal Type in the dropdown box of “Annual Strategic Plan Summary Report”</i>
5)	<i>Add priority in the textbox: short one line item that is planned to be completed in the next academic year</i>
6)	<i>Select the year associated with the priority in the dropdown box for Annual Priority Year</i>
7)	<i>Click on the Save Changes yellow tab near the bottom of the screen</i>

Home Unit Outcomes & Assessment Results Reports Documents

Outcomes and Assessment Tab and Links

Outcomes | Means of Assessment | Related Annual Priorities/RU Goals

The Outcomes and Assessment Tab is where General Student Learning Outcomes, Administrative and Educational Support Outcomes are entered. This is also where Degree and Certificate Outcomes are entered as well as outcomes for related instruction, discipline areas, and foundational instruction. The outcomes are identified by each unit/department through staff meetings - Step 1 of developing and assessing outcomes. Formalizing the outcome and entering into TracDat is Step 2 of developing and assessing outcomes. The assessment plan is the combination of outcomes, means of assessment, and criteria for success.

Adding a New Outcome: Click on the link

Use this screen to add a new outcome as well as annual plan reports and review year reports.

Designing SLOs for programs and AESO for units requires the participation of all departmental faculty and/or staff. Ideally, the design begins with a series of conversations, usually in small groups.

Faculty refers to the learning goals for students and identifies knowledge and performance values in the discipline as a way to begin the process. These conversations should consider both affective and cognitive learning domains.

TracDat Quick Entry Steps – Adding a New Outcome (Step 2)

6)	<i>Click on yellow tab at bottom of the screen</i>
7)	<i>Outcome Name: Type in an abbreviated name to identify the outcome</i>
8)	<i>Outcome: Type in the full outcome description</i>
9)	<i>Outcome Types: Select the type of outcome – learning for instructional / operational for other units</i>
10)	<i>Outcome Status: Select the status of the outcome – currently being assessed for all new outcomes</i>
11)	<i>Start Date: Type date outcome became effective</i>
12)	<i>End Date: Leave blank and only change once the outcome has been completed or becomes inactive</i>
13)	<i>Always click the yellow Save Changes button when done</i>

Note: For annual priorities the outcome is the annual strategic plan summary. This has already been added to the list of outcomes for each unit.

Outcome Template

<i>Outcomes</i>	<i>Means of Assessment Criteria for Success</i>	<i>Results Synthesis and Analysis</i>	<i>Use of Results</i>

Adding a New Means of Assessment: [Outcomes](#) | [Means of Assessment](#) | [Related Annual Priorities/RU Goals](#)
Click on the link

Step 3 of developing and assessing outcomes: You may add as many different Assessment Methods as you wish.

The Means of Assessment is the method of determining whether the learning or performance outcome has been achieved. It is the systematic collection of data and information focused on student learning, and other unit outcomes. The assessment of student learning outcomes is integral to the SLO process. It is a department-controlled task. Step 4 of the process is to administer the identified assessments.

The Means of Assessment should meet the following criteria:

- identify specific means of assessment (survey, test, etc.) for the outcome
- indicate consideration of previous data, if available
- establish minimum score for success at achieving outcome
- give number (% , fraction, actual number) of students or clients who are expected to meet the minimum score
- establish the minimum sub-score in given area(s) of interest (optional)
- specify when actual assessment occurs and by whom it is administered
- identify evaluator(s)
- specify evaluation process

Criteria for Success guidelines:

- establishes minimum expected score for success at achieving outcome
- quantifies (% , fraction or actual) number of students who are expected to meet the minimum score
- indicates consideration of alternate data (previous SLO assessment effort(s), external reports), if available (optional)
- establish the minimum score for any subcategories within the outcome, if applicable

TracDat Quick Entry Steps – Adding a Means of Assessment (Step 3)

1)	<i>Click on yellow tab at bottom of the screen to add a new assessment method</i>
2)	<i>Assessment Method Category: Select the assessment tool from the drop down menu (not used for the annual strategic plan)</i>
3)	<i>Assessment Method: Type in-detail the method of the assessment (standard wording used for the annual strategic plan)</i>
4)	<i>Criterion: Type in the criteria for success (not used for the annual strategic plan)</i>
5)	<i>Timeline: Indicate yearly or other timeframe to be used (not used for the annual strategic plan)</i>
6)	<i>Active: Make sure this box is checked for all active means of assessments</i>
7)	<i>Always click the yellow Save Changes button when done</i>

Note: For annual priorities the means of assessment is the yearly strategic plan. The first year has already been added to the list of outcomes for each unit. In future years, copy the means of assessment and change the year.

Sample Means of Assessment and Criteria for Success

How do we measure outcomes? Tools and/or instruments are used as a means of assessment (assessment methods vary) and criteria for success. Several tools are available for measuring outcomes. The most common are provided in the list below, for more ideas please contact Institutional Research.

Student Learning – Direct Assessment Methods	Student Learning – Indirect Assessment Methods	Services – Assessment Methods
• Locally developed tests or standardized Tests	• Exit interviews of students	• Student self-evaluations
• Faculty-created rubrics	• Student, employer and alumni surveys	• Point-of-service surveys
• Essays	• Graduation and transfer rates	• Focus Groups
• Blind-scored projects	• Job placement data	• Graduation Surveys
• Professional exams	• Satisfaction surveys	• ACT or CCSSE
• Capstone experience or course	• Observing and recording students’ Behaviors	• Counting the volume/degree of service, direct method
• Juried review of projects, exhibitions and Performances	• Self-report measures assessing students’ perceptions of what they’ve learned	• Observations (number of participants, number of inquiries, reaction of participants, etc.)
• Portfolio assessment	• CCSSE or CAAP	• Satisfaction surveys – attitudinal Assessment
• Certification & placement exams.	• Research projects	• External Validation – Audits, Inspections, etc.

This list displays a sample of methods, instruments and tools available to faculty and staff and is meant to stimulate ideas for other methods

Example Means of Assessment and Criteria for Success

Customer Satisfaction: Customer satisfaction is equal to or higher than the previous year.

- Quality:** Work is completed with a percentage of errors, numbers or dollars better than or equal to the previous year
- Quantity:** The percentage of requests fulfilled or numbers served is equal to or better than the previous year
- Efficiency:** Average time for a response
- Music:** 75% of students will perform all of the selected 6 (of the 12) major scales correctly in a maximum of two attempts. The scales will be evaluated by at least two full-time faculty using a checklist as a pass or fail. The performance will be assessed at the end of the spring and fall 2006 semesters in the normal performance evaluation process for the classes.
- ESL:** By the end of fall 2006, 60% of Level 5 ESL students reporting orally will receive a passing score of 12 or higher (out of 18) on an ESL department oral rubric for Level 5 as measured by their classroom instructors.
- Speech:** 70% of the students completing Speech 1A will have an average of 2 on a three-point scale rubric evaluating eye contact, organization, body control, and volume. The rubric will be used on speech delivery for a speech given in the last fourth of the semester in spring '07. The speech will be judged by designated faculty and the data will be evaluated by the dept. SLO committee.
- Fire Technology:** The Fire Technology Program will administer and evaluate the standardized State Fire Marshall Firefighter I certification during the 15th week of the spring and fall semesters. Evaluations will be based upon standards set by The Office of the State Fire Marshall and The California Fire Service Training and Education System.
- Information Technology:** System Availability and Uptime – the student information system will be available 99% of the time during normal business hours (7:30 – 4:30 Monday – Friday) as measured in academic year 2005-06 by the system administrators collecting system availability statistics. Evaluation will occur at the end of the academic year, June 30, 2006.
- Learning Assistance Center:** 75% of students will complete the entire survey on preferences for the Skills Lab environment. 70% of the student will mark 'a' on Question 1 to show the satisfaction with the current space. 40% will mark 'a' on Question 2 to show satisfaction with the conditions. The four question survey will be administered by the front counter personnel on the sixth week of spring 2007 semester as they check into lab. Skills Lab personnel will tabulate and average the responses.
- Increase enrollment of non-traditional and part-time students by 3%
- Increase Career Pathway enrollments by 3%
- Increase retention of students by 3%
- Adopt one new program
- Improve student ratings of instructors by 5%
- Improve student satisfaction of services by 10%
- Increase in-service activities for all employee groups
- Increase student academic achievement in "X" course by 5%

Relating Annual Priorities and RU Goals: [Outcomes](#) | [Means of Assessment](#) | [Related Annual Priorities/RU Goals](#)
Click on the link

Use this screen to relate an SLO/AESO/Annual Plan Reports to those Goals and/or Annual Priorities which it supports. The Goals of all appropriate Units are shown. To select a Goal, click the box to the left of the Goal.

<i>TracDat Quick Entry Steps – Relating Annual Priorities and RU Goals</i>	
1)	<i>Notice the dropdown textbox at the top of the screen; this is the outcome that is currently being viewed</i>
2)	<i>Select all appropriate related annual priorities and/or reporting unit goals or other goals as displayed by checking the box next to the corresponding statement</i>
3)	<i>Use the scroll bar to move down the screen and see additional goals or priorities.</i>
4)	<i>Save changes</i>
5)	<i>Go back to the dropdown textbox and select the next outcome to be viewed</i>
6)	<i>Repeat steps 2 and 3 as necessary for all outcomes</i>

Results Tab and Use of Results

After collecting the data from the assessments, Step 4 of the process, enter the results into the TracDat system using the Add a Result feature. This will display a screen that includes textboxes for synthesis and analysis of the data and fulfills Step 5 of assessing the outcomes.

Results = a succinct statement that states what criteria level was achieved; this is not a paragraph or even a few sentences as this is designed to illustrate the level achieved.

Example: Criteria = 95% of students will achieve an average score of 70% on XYZ
Results = 100% of student achieved an average score of 80% on XYZ

Synthesis and Analysis is the area to enter the details associated with the results.

Relate Documents - Departments and units should support the conditions above with quantifiable data, conduct appropriate analyses, and make supportable conclusions. Data may be available from IR, check to confirm common data set information that is available for your department. You may also report on your own internally-generated data like the results from previous assessment efforts, budget reports, or advisory council minutes.

<i>TracDat Quick Entry Steps – Results Tab (Step 5)</i>	
1)	<i>Select the area for unit results (or the annual strategic plan year for status updates) (or select the courses to enter for course results located under the selection area tab)</i>
2)	<i>Click on Add a Result yellow tab near the bottom of the screen</i>
3)	<i>When the new screen appears, click on select for which SLO/AUO/SA the Summary of Data applies to.</i>
4)	<i>Select the Assessment Method that appears in the internal screen</i>
5)	<i>Summary of Data: Type in the summary of data from the assessment</i>
6)	<i>Summary of Data Date: Type in the date the summary was entered.</i>
7)	<i>Summary of Data Type: If the data met or exceeded the criterion select Criterion Met; if the data did not meet the criterion select Criterion Not Met.</i>
8)	<i>Summary of Data Status: If this summary of data is complete select Closed; if it is not complete select Open from the drop down menu.</i>
9)	<i>Summary of Data Status Update Date: If an update is done this date will automatically default.</i>
10)	<i>Notes: Type in any anecdotal information or leave blank.</i>
11)	<i>Attach supporting documentation – this is the evidence of the assessments and supports the analysis</i>
12)	<i>Always click the Save Changes button when you are done.</i>

If there are documents related to an AESO/SLO/Annual Priority(i.e. test examples, Excel files with data results, meeting minutes)—they can be uploaded to TracDat and associated with a particular outcome via the results and use of results screens. Documents may also be uploaded directly to the system using the Documents tab and then selected from the results and use of results screen.

Relating a document on the results or use of results screen:
Adding documents directly to the repository:

Documents Tab

Use this screen to create document folders to store department/unit documents that are used in the assessment and planning processes. Reports provided by IT to support programs internal conditions are in the “Reports for <current year> folder.

<i>TracDat Quick Entry Steps – Documents Tab</i>	
1)	Click on the Add Documents link
2)	Browse – adds a new document not already in document repository;
3)	Name the document in a way that identifies the information and links to the outcome
4)	Always click the Save Changes button when you are done.

Results, Synthesis and Analysis (including internal and external trends) Template

<i>Outcomes</i>	<i>Means of Assessment Criteria for Success</i>	<i>Results Synthesis and Analysis</i>	<i>Use of Results</i>

Use of Results Link within the Results Entry Screen

The Use of Results is the process of closing the loop, Step 7. Determine ways to use the data and make applicable revisions to the curriculum, departmental processes and the outcomes. Departments and units should support their efforts with quantifiable data, conduct appropriate analyses, and make supportable conclusions. You may report on your own internally-generated data or request data from the Institutional Researcher ext. 7339.

Enter the information within TracDat – you may use the template located below as a guide or to record initial information. Report specific use of results, what will be done next year or in the next three years as a result of the synthesis and analysis. What improvements will be made? What changes are expected to be implemented? Explain how analysis of the data led to the changes.

NOTE: The Use of Results link will only appear after the Results have been saved by clicking the yellow Save Changes button.

<i>TracDat Quick Entry Steps – Use of Results Link (Step 7)</i>	
5)	<i>After saving the results information the link for the Use of Results will be accessible; mini-tab on bottom left-hand side of the screen with the link located on the right-hand side of the screen</i>
6)	<i>Be sure the Use of Results mini-tab has been selected (the other option is for documentation)</i>
7)	<i>Click on the Add Use of Results link</i>
8)	<i>Type in the Use of Results.</i>
9)	<i>Request Budget Funds if needed – enter the account number</i>
10)	<i>Enter the amount of budget funds requested – no dollar sign, no commas or decimals</i>
11)	<i>Review Year Report requires the entry of internal and external trends over the last three years</i>
12)	<i>Annual Plan report requires the accomplishments to be listed</i>
13)	<i>Attach supporting documentation – any other documentation not previously related to results</i>
14)	<i>Always click the Save Changes button when you are done.</i>

Use of Results Template

<i>Outcomes</i>	<i>Means of Assessment Criteria for Success</i>	<i>Results Synthesis and Analysis</i>	<i>Use of Results</i>

Use of Results Screen – Resources Needed

To facilitate completion of the “Use of Results – Resources Needed” section within TracDat, you may want to use the template to list all resources needed. Resources requested by department/unit faculty and staff are the

foundation of plan implementation toward the achievement of identified goals. Resources may include budget, facilities, staffing, research support, training, and marketing.

Outcome	Resources Needed Y or N	List Resources Needed – Include budgetary item amounts as well as other resource types



Reports Tab

This screen displays a list of all the available reports defined for the department/unit. Program level reports are displayed on the Assessment Unit screen. Note the two different screen choices:

- a. **Unit** – runs reports at the Assessment Unit level –data entered on the Outcomes and Assessment tab.
- b. **Course** – runs reports at the Course level –data entered on the Course Assessment Plan tab.

<i>TracDat Quick Entry Steps – Use of Results Link (Step 7)</i>	
1)	<i>Click run to begin generating a report</i>
2)	<i>Select the parameters to filter data for the report – this narrows down the type of information returned in the report</i>
3)	<i>Click the Execute Report button to generate the report (if no parameters are defined within the report the report will run automatically).</i>
4)	<i>The report opens in a new window.</i>
5)	<i>Once the report has been viewed and the data confirmed, always generate a report and save the document repository. The report is easily retrievable for the future and includes the information within the system corresponding to the date of the report.</i>

Appendix F

Nichols Model

1. Addressing the Mission and Reporting Unit Goals
2. Determining Outcomes
3. Identifying Means of Assessment and Criteria for Success
4. Summarizing of Data Collected
5. Using Results

1	2	3	4	5
<i>Mission and Reporting Unit Goals</i>	<i>Outcomes</i>	<i>Means of Assessment Criteria for Success</i>	<i>Results Synthesis and Analysis</i>	<i>Use of Results</i>
The mission and applicable reporting unit goal(s) of the program, department or administrative unit.	What will the student think, feel, know or be able to do as a result of a given educational experience or from the use of services?	<p>What tools will be used to establish and measure success?</p> <p>What are the criteria for success?</p>	<p>Summarize the findings.</p> <p>How close were the results to the criteria for success?</p>	<p>What does the data tell us about our process?</p> <p>What, if anything, do we need to do to our course, program or department to improve?</p> <p>What resources are necessary?</p>

Appendix G

Bloom's Taxonomy

List of Websites and Verbs by Domain

Clemson University

<http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf>

<http://nerds.unl.edu/pages/preser/sec/articles/blooms.html>

Verb Wheel - CalState Technology Enhancement Program

http://cstep.csumb.edu/Obj_tutorial/bloomwheel.html

New Verbage

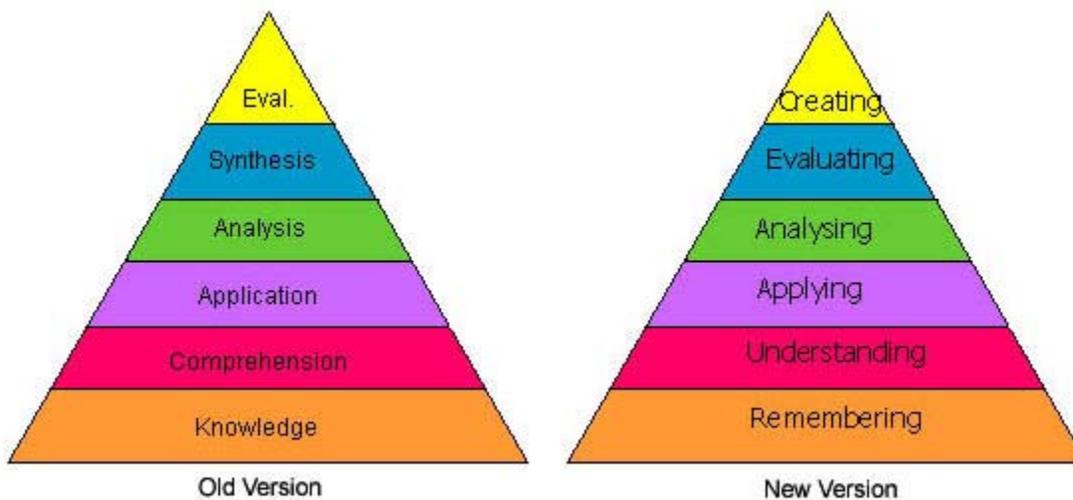
Old Dominion University

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

University of Georgia

http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy

Domains



Bloom's Cognitive Domain

The following verbs are useful in discussing the six levels of Bloom's Cognitive Domain.

KNOWLEDGE

discuss
define
memorize
repeat
record
list
recall
name
relate

ANALYSIS

distinguish
analyze
differentiate
appraise
calculate
experiment
test
compare
contrast
criticize

EVALUATION

judge
appraise
evaluate
rate
compare
value
revise
score
select
choose

COMPREHENSION

discuss
restate
describe
recognize
explain
express
identify
locate
report
review
tell

DIAGRAM

inspect
debate
inventory
question
relate
solve
examine

ASSESS

estimate
measure
inspect

APPLICATION

translate
interpret
apply
employ
use
demonstrate
dramatize
practice
illustrate
operate
schedule
show
sketch

SYNTHESIS

compose
plan
design
formulate
arrange
assemble
collect
construct
create
set up
organize
manage
prepare
propose

Appendix H

Developing and Assessing Outcomes

The following are some guiding questions to help in the development of SLOs and AESOs:

Think about a course completer or program graduate. What kind of course/program experience would allow for the greatest student success?

As a result of this course/program:

- What should this student know or understand?
- What will this student be able to do?
- What kind of skills or values will this student possess?

Think about a student or potential student who will receive a certain service. What kind of service experience would allow for the greatest satisfaction?

As a result of this service:

- How should this student act?
- What kind of attitude should this student possess?
- What will the student gain?

When considering the questions above, think about how you will know whether or not your students or clients have performed as you had intended for them to perform. What will the students or clients do to provide evidence that they have successfully met your expectations?

Once the outcomes have been developed, create the assessment plan (means of assessment and criteria for success) and include the following:

- What means of assessment will you employ?
 - Choices include course-embedded assessments, portfolios, surveys, and tests
- How do you expect your students/clients to fare?
 - Establish a minimum score for success and indicate the number (% , fraction, actual number) of students/clients whom you expect to meet the minimum score
- Whom will you assess?
 - Consider the course(s), class section, activity, workshop, term
- How will you collect your evidence?
- When will you collect your evidence?
- Who will be responsible for the administration of the assessment?
- Who will be responsible for the evaluation of the data collected?
- If you have conducted this assessment in the past, do you have any previous data to use as a marker for comparison?
- How would you plan to use the results?

Remember that you don't have to measure everything about every student during every course in every term or about every client for every service! Be selective and measure only those areas in which you are most interested and/or those areas that are most relevant to meeting current or future student/client needs.

Appendix I

Identification of Institutional General Student Learning Outcomes

General Student Learning Outcomes:

The purpose of the entire general education assessment is to evaluate how our institution and its curriculum are equipping our students with the basic general education skills – and then, as a result of the evaluation, to adjust the curriculum, if necessary, to assure that these outcomes are being adequately addressed. So, the assessment is formative rather than summative.

Several principles underlie the process. First, the general education learning outcomes are the responsibility of the faculty as a whole, not merely the responsibility of isolated departments. Next, the process was designed to be minimally intrusive for faculty. Also, it is important to note that neither names of students nor names of faculty are attached to any of the work when it is evaluated, and as a result, no names are attached to the data as it is analyzed and reported.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES are the knowledge, skill, attitudes, and abilities every student should possess after graduating with a certificate or degree from Southwestern Oregon Community College. Students will be able to demonstrate achievement of these outcomes as well as the specific curriculum outcomes for their academic or technical area of study.

- **Communication:** Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes in reading, writing, speaking, and listening, and presentation of self and information.
- **Computation:** 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.
- **Creative, Critical & Analytical Thinking:** 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.
- **Community/Global Consciousness & Responsibility:** 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.
- **Discipline Content:** Students completing a degree will be able to demonstrate effective skills and attitudes that are specific to a discipline or career.

Approved by SOCC Faculty Senate – January 28, 2005

Modified from the League for Innovation, www.league.org

Academic leaders, in concert with Faculty Senate and Student Services Leaders, determined, in 2007 that the Collegiate Assessment of Academic Proficiency test (CAAP) would become the global assessment tool for the general education student learning outcomes. The assessment is administered every three years (previously done annually through 2009), data is collected from the results of the assessments and the data is compiled in preparation for analysis, synthesis and use of results to improve teaching and learning.

Appendix J

Assessment Steps 5 to 8: Evaluation of Assessments and Outcomes

Step 5: Data Analysis - Aggregate and analyze the data.

After the assessment has been conducted, analyze and summarize the data. Refer to your assessment plan and examine the actual student performance or client behavior with what you had expected. How do they compare?

Some questions to consider when studying the data:

- What skills (or portions of skills) did students universally understand?
- What were the most common errors that students made?
- What did the students not grasp at all?
- For which parts of the service did clients express the greatest satisfaction?
- What were some of their recommendations?
- Are there other findings that you did not expect?
- What are you most surprised by?
- Were there any trends, patterns or themes that emerged from the data?

Some guidelines to keep in mind after documenting the data:

- Does your summary of the data clearly address the means of assessment and criteria for success stated in the assessment plan?
- Have you reported the actual results for the expected level of success (include %, fraction, actual number, etc.)?
- Have you highlighted any key findings?
- When you have prepared your summary of data, did you enter it into TracDat. ([Appendix E](#))
- Did you attach any relevant documents such as spreadsheets or findings. ([Appendix E](#))

Examples: Data Analysis and Summary

Welding: From fall 2006 and spring 2007:

These following scores reflect the percentage of students passing each subcategory of the practical exam:

Welder Selection	100%
Welder Set up	90%
Metal Preparation	100%
Rod Selection	82%
Speed of Travel	50%
Rod Angle	50%

Conclusion: Students require additional instruction in learning rod selection, and the manipulative skills of rod angle and speed of travel to meet the department's outcomes.

Step 6: Closing the Loop

Determine ways to use the data and make applicable revisions to the curriculum, departmental processes, and the outcomes.

Schedule and conduct another meeting with your faculty/staff to discuss the assessment results and the data summary. This step is the most vital since this is the time when you and your team can examine the findings,

see areas for growth or opportunity, and brainstorm ideas and methods to address those areas. The purpose of this meeting is to stimulate meaningful discussion and initiate change.

Guiding questions could include the following:

- Were you satisfied with the student performance or client response?
- Are changes or improvements necessary?
- Based on the data analysis and summary, how would you modify the teaching/service to better address the student/client needs?
- SLOs: What should be done to improve student learning?
- What elements of the teaching and learning process should be added, deleted or modified to increase student success?
- AESOs: What do you need in order to improve student/client experiences?

Evaluate the assessment plan.

- What did you think of this SLO/AESO?
- Does it need to be revised?
- Does the criteria for success need to be changed?
- Should this outcome be assessed again?

Once adequate discussion has taken place, determine the plan of action and make necessary revisions or changes.

Examples: Closing the Loop

Welding: As a result of the low scores in the two subcategories involving manipulative skills, the Welding department began a peer tutoring program to assist welders with their manipulative skills. As a result of the low scores in subcategory 4, direct instruction on welding rod selection has increased by 3 hours in both WELD 40 and WELD 51.

Step 7: Documentation –

When documenting your use of results, consider the following:

- Does your plan for change align with the findings from the assessment effort?
- What improvements, enhancements, changes does your unit/office/department plan to make as a result of the findings?
- Who will be responsible for making the change?
- When will the change take place?

Step 8: Continuous Cycle - Repeat the process continuously focusing on various SLOs/AUOs.

The process of self-reflection and assessment must remain a continuous process in order to bring about meaningful change. Assessment enables each department to evaluate its current and future goals and then plan strategies to serve its students and clients. Continuous improvement builds on existing efforts to improve student performance and optimize student/client experiences. Thus, it is imperative to continue campus-wide and unit level discussions and revise assessment efforts as necessary to ensure that student and client needs are being met.

Appendix K

Institutional Effectiveness Glossary of Terms and Definitions

The following **terms** and **definitions** are used within the Southwestern Institutional Effectiveness Planning and Assessment Handbook:

Accreditation: The process by which a private, non-governmental body evaluates an educational institution or program of study and formally recognizes it as having met certain predetermined criteria or standards. The process involves initial and periodic self-study and evaluation by peers. Accreditation implies stimulation toward quality improvement beyond the minimum standards specified by the accrediting body. The essential purpose of the accreditation process is to provide a professional judgment as to the quality of the educational institution or program offered and to encourage continual improvement thereof. (www.nwccu.org)

Southwestern is regionally accredited by Northwest Commission on Colleges and Universities (NWCCU). Program and special accreditation agencies also exist (Culinary, Early Childhood Education, EMT to name a few).

Analysis of Results:

Annual Priority: The priorities identified by all of the college faculty and staff through the planning process. The things we plan to do; what faculty and staff expect to implement, complete, or achieve in a given year.

Assessment: The process for gathering evidence of student learning, discovering the degree to which courses, programs and administrative and educational support services accomplish intended outcomes, and probing the achievement of institutional goals and mission.

Assessment Method: Essentially two types of assessment – 1) **Direct methods** of assessment require students to produce work so that reviewers can assess how well students meet expectations and 2)

Indirect methods of assessment provide opportunities for students to reflect on their learning experiences and inform the reviewers their perceptions of their learning experience (Palomba & Banta, 1999).

Embedded Assessment: Refers to assessment that is included as part of the regular instruction or service. For example, specific questions can be embedded in numerous classes via quizzes, tests, and homework to provide summative and formative evaluation of departmental, program, or institutional outcomes. Embedded assessment is more easily obtained as it uses current assignments/tests for the assessment purposes and does not require much additional or extra work from the instructor.

Formative Assessment: Observations which allow one to determine the degree to which students know or are able to do a given learning task, and which identifies the part of the task that the student does not know or is unable to do. Outcomes suggest future steps for teaching and learning. This type of assessment is descriptive, focusing on the process.

Performance based Assessment: Applies with items or tasks that require students to apply knowledge, skills, and abilities in real world situations. Similar to direct assessment, performance based assessment illustrates skills of students through direct measurements of their behaviors on an instrument or assignment. Performance based assessment might be a part of a formative assessment process, as an instructor might elect to grade a student's performance to determine a student's improvement in a skill (the purpose of formative assessment). An instructor might also use a performance based assessment as one aspect of the student's skill set in a cumulative assessment of grades, performance, etc. (summative assessment). Performance based assessment is an example of authentic assessment because instead of using a standardized test to measure a skill, the student is required to illustrate his/her knowledge. Finally, performance based assessment is contrasted to indirect assessment because indirect assessments ask students to reflect upon the learning process rather than to demonstrate).

Summative Assessment: Evaluation at the conclusion of a unit of instruction, used to determine or judge student skills and knowledge or the effectiveness of a plan or activity. Outcomes are the culmination of a teaching/learning process for a unit, subject, or year's study

Assessment Plan: An assessment plan is the combination of *outcomes, means of assessment* and *criteria for success* that have been identified for every unit/department on campus.

Budgeting: The process of developing a planned level of projected revenues and expenditures

CAAP: Collegiate Assessment of Academic Performance (CAAP). A nationally normed, standardized, academic test designed to measure general-education foundational skills that are typically attained in the first two years of college. The CAAP test scores provide one way to estimate the level of educational development.

CCSSE: Community College Survey of Student Engagement – a national survey administered every three years

Certificates: one-year certificates approved by the State

Cohort: A group whose progress is measured at different points in time. Refers to a specialized group of students who share a common element or characteristic. Examples include first-time freshman, student who begin the same program of study at the same time. Cohorts are often tracked over long periods of time (e.g., via longitudinal studies).

Completers: Students completing a course, credential, certificate or graduate from the college

Completion Rate: The proportion of students (cohort) who enrolled in and subsequently completed a course, degree, certificate, or a short-term program.

Core Theme: Collectively, the core themes represent the institution's interpretation of its mission and translation of that interpretation into practice. *As defined by NWCCU, a core theme is a manifestation of a fundamental aspect of institutional mission with overarching objectives that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievements of those objectives.*

Core Values: The values we hold which form the foundation on which we perform work and conduct ourselves. Core values are not descriptions of the work we do or the strategies we employ to accomplish our mission. The values underlie our work, how interact with each other, and which strategies we employ to fulfill our mission. The core values are the basic elements of how we go about our work. They are the practices we use every day in everything we do.

Course Completion Rate: The percentage of students earning passing grades of A, B, C, D, S, and R issued to students that were enrolled within a course at the end of the refund period.

Credential: an educational goal below the level of the one-year certificate level (short-term certificate)

Criteria for Success: Criterion established to act as evidence of whether an outcome is achieved. *Answers the question: "What is the target expectation level?"*

Degree Program: two-year degree programs approved by the State

Transfer Degree Programs: AAOT, AS and ASOT two-year degrees

Associate of Arts (A.A.), Associate of Science (A.S.), Applied Associate of Science (A.A.S.). A lower division undergraduate degree normally representing about two years (60 semester or 90 quarter units) of college study or its equivalent in depth and quality of learning experience. The A.A. degree implies more liberal education orientation, the A.S. degree implies an applied education orientation, and the A.A.S. implies even more emphasis on an applied educational orientation.

Discipline: a branch of learning or scholarly instruction. (Oxford English Dictionary) i.e. geology, biology, chemistry, physics and etc.

Division: Specialized unit within the College. i.e. Allied Health, Math, Science, Health and Physical Education, or Student Support Services

Fill-Rate: Percentage of students enrolled (course, program, etc) at the end of the refund period

Formative Assessment: See [Assessment](#)

Foundational Requirements: An essential collegiate-level component of associate and baccalaureate degree programs designed to foster effective independent lifelong learning by introducing students to the content and methodology of the major domains of knowledge. (NWCCU) Required for completion of the Associate of Arts Oregon Transfer Degree.

FTE: Full-time equivalent – the enrollment of a student based on 510 clock hours equals 1 FTE;

Reimbursable FTE – courses approved for state funding reimbursement and students who qualify for state funding reimbursement (instate students and border state students, second term out of state students).

Non-reimbursable FTE- course is not approved for state funding reimbursement or the student clock hours do not qualify for state funding reimbursement (foreign students, students outside of the state other than border states in their first term of enrollment).

Goal: A result that the College is attempting to achieve. A desired organizational end-point, achieved through some sort of development. ***Answers the question: “Where do we want to go?”***

Reporting Unit Goal: A reporting unit goal that has been developed in collaboration with members of the reporting unit and which also aligns with one or more of the institutional strategic goals. Approved by the Reporting Unit Administrator/Supervisor.

Strategic Plan Goal: A goal that is developed by members of the College and the community then used for Strategic Planning

Graduation Rate: The proportion of students who enrolled in and subsequently completed a degree or certificate program compared to the original number of students (cohort) that enrolled at the end of the refund period.

Headcount: Numerical number of students enrolled in courses at Southwestern

Duplicated Headcount or Student Enrollment: The total number of students enrolled in all courses at Southwestern wherein the count is duplicated for students enrolled in more than one course.

Unduplicated Headcount or Unduplicated Enrollment: The total number of students enrolled in a single course or who have attended Southwestern having been counted only one time in the total figure.

HelpBox: Online system used to request Integrated Technology Services (ITS) support; requires a login and is available on the intranet. All ITS requests for assistance need to be logged

Indicator: The particular characteristic, dimension, or element you will be measuring to monitor in outcomes attainment. An indicator is a regularly produced measure that described a specified condition or result that the college can gather information on, examine and report on, and use regularly and systematically as a tool for planning, assessment and decision making.

Indicator of Achievement: The indicators identified by the institution to illustrate achievement of the mission.

Institutional Effectiveness: The process of articulating the mission of the college, setting goals, defining how the college and community will know when these goals are being met and using the data from assessment in an on-going cycle of planning and evaluation. (National Alliance of Community and Technical Colleges). It is the ability of the College to match its performance to the purposes established in its mission and vision statements (see Ewell, 1992) and to the needs and expectations of its stakeholders (see Alfred, 2005)

Licensure and Certification Pass Rates: Proportion of students who obtain licensure or certification in a career or technical program offering such option as compared to the original enrolled students (cohort) at the end of the refund period.

Means of Assessment or Measure: Method (direct or indirect – a tool) used to measure whether a desired outcome has been achieved.

Method: See [Assessment – Assessment Method](#)

Mission: Southwestern Oregon Community College serves the educational and cultural needs of our students and communities by providing access to quality education in a professional and engaging environment which supports innovation, sustainability and lifelong enrichment. Learning experiences are characterized by excellent teaching, support for student achievement and the enhancement of social and economic opportunities.

Mission Fulfillment: Southwestern demonstrates achievement of mission fulfillment by successfully meeting the objectives of our core themes. *Objective* performance is measured by setting annual target *benchmarks* for each core theme *indicator of success*. Core themes are mapped to individual indicators of success and reviewed each year for applicability, annual target benchmarks, and consideration of new or deletion of a measure.

NWCCU: Northwest Commission on Colleges and Universities

Objective: Describes the accomplishment of the indicator of achievement or planned priorities. Ex: Produce 4 quarterly reports and 2 annual reports.

Outcome:

Expected Learning Outcomes: “Learning Outcomes are statements of the knowledge, skills, and abilities the individual student possesses and can demonstrate upon completion of a learning experience or sequence of learning experiences (e.g., course, program, degree).” (League for

Innovation, 2001 at: http://www.league.org/league/projects/lcp/lcp3/Learning_Outcomes.htm) based on the work of Barr, McCabe, and Sifferlen

Administrative or Educational Unit Outcome: A culminating activity, product, or performance that can be measured. The results or evidence of students' experiences associated with the services provided by an administrative or educational unit. ***Answers the question: "What will the students GAIN or EXPECT from the experience/service provided?"***

Program Outcomes: All identified Student Learning Outcomes specific to the program, 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?"***

Student Learning Outcome: A culminating activity, product, or performance that can be measured. The results or evidence of students' learning experiences ***Answers the question, "What will the student be able to DO with what is learned in a course and/or program?"***

Performance after Transfer: The cumulative GPA achieved by students who originally enrolled at Southwestern during a specified year (cohort) who then transfer to an Oregon public four-year university compared to other students at the same university.

Persistence: a measure of the students who enroll for the first time at the beginning of one academic year and who are still enrolled at the beginning of the following year in at least one credit, but who have not yet graduated or completed a degree or certificate.

Placement Rates: The proportion of entering students who then obtain employment in a field directly related to that skill within one year of last attendance compared to the original number of enrolled students (cohort) at the end of the refund period.

Planning: The process by which the mission and goals of an institution are determined and the means to achieve them are specified. Institutional planning incorporates the institution's statement of purpose and comprehensive self-study with plans that take into account the possible need for modification of goals, clientele served, programs offered, educational methods employed, and modes of support utilized

Program: Instructional programs encompass all educational offerings including credentials, certificates (pathways, short-term and one-year) and two-year degrees with a breakdown by course of study and/or discipline. A systemic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements for a degree or a credential. May refer to the total educational offering of an institution.

Program Review: Program review occurs every three years and the end product is a report compilation of three years' of data, which illustrates the level achieved by outcome and the effectiveness of the unit/department (program, degree, certificate, or administrative/educational support service provided to students) based on the synthesis and analysis of data showing internal and external trends.

Program review consists of four parts:

- 1) A comprehensive review of the unit outcomes;
- 2) The synthesis and analysis of the results of each outcome;
- 3) Review of the internal and external trends that impact the unit; and
- 4) The use of results for each outcome.

Related Instruction: A recognizable body of instruction in program-related areas of communication, computation, and human relations for applied or specialized associate degree or certificate programs of 30 semester credits or 45 quarter credits in length.

Reporting Unit: Management level reporting areas such as the President, Office of Instruction, Administrative Services, and the like.

Reporting Unit Goal: *See Goal*

Results: The culminating information related to a measure associated with an outcome or for yearly reporting. i.e. Data derived from measuring an outcome or objective.

Retention – Student cohort enrollment measured one year later

SENSE: Survey of Entering Student Engagement, a national survey

Statistic of Interest: Results in a statistical figure based on the defined criteria. *Example: The proportion of students who enrolled in and subsequently completed a degree or certificate program.*

Strategic Plan: The plans of the college associated with the strategic goals, including the annual priorities.

Strategic Plan Goal: *See Goal*

Status Updates: The update of accomplishment associated with the annual priorities to reflect what has been implemented, completed, or achieved during a given year.

Student Goal Attainment: A measure of students whose initial goals upon entering the college were met upon exit from the college.

Student Learning Outcome: *See Outcome*

Student Satisfaction Rate: The proportion of graduates whose college experience met or exceeded the expectations they held upon initial enrollment.

Summative Assessment: *See Assessment.*

Target: Target level identified for achievement/success - percentages and figures established for identified performance indicators. Includes: student performance standards - the level(s) of student competence in a content area; an actual measurement of group performance against an established standard at defined points along the path toward reaching the standard. Subsequent measurements of group performance use the target levels to measure progress toward achievement.

Transfer Degree Programs: *See Degree Program*

Transfer Rates: Proportion of an entering degree-enrolled, student cohort that enrolls in another college *within one year of leaving the college.*

Transfer-out-Rate: percentage of students previously enrolled at Southwestern who transfer to another college who were pursuing a credential, certificate or degree program

Transfer-out-Transfer Degree Rate: percentage of students **previously** enrolled at Southwestern **in transfer degree programs** who transfer to another college (AAOT, AS and ASOT)

Unit: generally defined as an academic, administrative or educational support area that has a budget unit associated with the area and that reports to a mid-management or upper-management level.

Use of Results: The planned improvements, enhancements or new items identified from the results, synthesis and analysis of the assessment process.

Vision: Southwestern's vision statement: Southwestern Leads and Inspires Lifelong Learning

References

Definition Resources (2010).

Definitions and language adapted from the Mt. San Antonio College Assessment Handbook, with permission, 2010

Retrieved from <http://ww2.gsu.edu/-wwwotc> (indicator and objective)

Retrieved from <http://assessment.tamu.edu/asmt/methods.htm>