

**CENTRAL OREGON  
COMMUNITY COLLEGE**

**ACCREDITATION FOCUSED VISIT RESPONSE**

**Date Report Submitted: March 19, 2004**

**Focused Visit Date: April 16, 2004**

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### Select List of Exhibits

### Location

1. Institutional Assessment Report	Institutional Researcher's Office, BEC
2. Department/Program Assessment Projects Notebook	Vice President's Office, Metolius
3. Assessment Training Information	Institutional Researcher's Office, BEC
4. Governance Committee Minutes	Vice President's Office, Metolius
5. Course syllabi with outcomes	Individual department offices

## **EXECUTIVE SUMMARY**

Central Oregon Community College's 2002 ten-year accreditation report received 12 commendations and five recommendations. We're a stronger institution since 2002, and these five recommendations have led to systematic changes that will continue to make our institution stronger. We have largely completed our response in the areas of related instruction and full-time faculty in program areas. We have made the greatest progress in the areas of institutional assessment and instructional assessment, and as our blueprint for continued development will show, we are committed to deepening and broadening our work in these areas. Strategic planning has found its way into key governance committees, student services, academic program review, and has had significant impact on the budget process.

This report is prepared for NWCCU in response to the April 2002 site visit and subsequent recommendation for an interim progress report in the five areas. Below is a summary of the actions taken in response to each of the recommendations.

### **I. Institutional Assessment**

**General Recommendation:** The committee recommends that the institution systematically builds on the mission and strategic goals established by the Board, evaluates its activities, including teaching, and uses the results of their evaluation to improve instructional programs and institutional services (Standard 1.B).

#### *Actions Completed*

- Development of an Institutional Comprehensive Assessment Plan (ICAP)
- Implementation of an ICAP for institution-wide assessment, directly linked to Board strategic goals, including the creation of three assessment teams to coordinate collegewide assessment activities: Assessment Planning Team, Faculty Assessment Team, and Student Services Assessment Team.
- The creation of the Program for Excellence in Assessment (PEA)—a grant program to assist faculty and staff in the implementation of assessment projects.

#### *Next Steps*

- 1) Continue fostering an environment of better informed decision-making
  - Offer additional technological resources to construct, disseminate, collect and analyze survey data
  - Centralize data by fall 2004
  - Expand data sharing in 2004-05
  - Develop additional indicators during summer & fall 2004
  - Broaden adoption of assessment in fall 2004
  - In spring 2004, add a budget line item for all assessment-related activities
- 2) Establish an interactive web based assessment hub by fall 2004
  - Post available data and reports
  - Showcase promising assessment plans
  - Provide resources for data mining, outcome mapping and matching
  - Share progress reports
- 3) Improve the process for developing data during the summer and fall of 2004, and beyond
  - Assess training needs
  - Provide additional resources and workshops on survey design and implementation

- Create a virtual and real research center available to support all areas of the campus

## II. Student Services and Career Planning

General Recommendation: The Committee recommends that the institution provide resources so as to ensure support services are sufficient to meet the needs of students regardless of where or how enrolled, and by whatever means educational programs are offered. In addition, career placement services must be available and consistent with student needs and the institutional mission (Standard 3).

### *Actions Completed*

- Adding student support services to Redmond, Prineville, Madras, North Lake and Sisters, as well as the college district's high schools.
- Redesign of the College website, including improved access to student services, such as web registration and web payment of tuition.
- Creation of the CAP Center (providing career services, academic advising and personal counseling).

### *Next Steps*

- Purchase and implementation of a web-based system allowing students to check their degree progress online (first-phase implementation: fall 2004).
- Provide a full-time Enrollment Services staff member from the Student Financial Aid area at the Redmond Campus (fall 2004).
- The CAP Center will lead a discussion with faculty during 2004-2005 regarding Web-based placement testing.
- Student Services is a member of the institution's Assessment Planning Team and expects to develop assessment tools and processes for Enrollment Services, Student Life, residence life, club sports, and student leadership programs within five years.

## III. Related Instruction

General Recommendation: The Committee recommends that the institution ensure applied or specialized associate degree programs of one academic year or more in length contain a recognizable body of instruction in the area of computation (Policy 2.1).

### *Actions Completed*

- Reevaluation of the related instruction needs for applied and specialized associate degree and certificate programs.
- Consistency in identification and communication of related instructional requirements.

### *Next Steps*

- The College—through three structures (Professional/Technical Council, Academic Affairs, and the Assessment Teams) is currently examining what constitutes related instruction for applied programs that intend to transfer and certificate and degree programs that are terminal, or meant to ensure immediate employment upon completion. An example of this is the current review of the writing requirement in both the Culinary Certificate Program and the new Automotive Master Technician Certificate Program.

#### IV. Full-Time Faculty/Administrators in Programs

General Recommendation: The Committee recommends that the institution shows evidence that it employs full-time faculty who represent each field or program in which it offers major work (Standard 4.A).

##### *Actions Completed*

- Staffing levels extended in 2002-03 and 2003-04, through administrative, adjunct, and temporary appointment.
- Full-time faculty will be added to the following four professional/technical programs in 2004-05: Criminal Justice, Early Childhood Education, Health Information Technology and Emergency Medical Services.

##### *Next Steps*

- We expect to assess Medical Assisting during 2004-05 in order to determine whether to continue with the program administrator model or move to the full-time faculty coordinator approach.
- We plan to continue to improve program stability and coherence through the coordination of a full-time faculty or administrator for all programs.

#### V. Assessment

General Recommendation: The Committee recommends that the institution measures the effectiveness of its educational programs and their impact on students and makes improvements as identified through this evaluation process. While progress is evident with respect to identification of student outcomes, there is no evidence of a comprehensive institutional assessment plan (Policy 2.2).

##### *Actions Taken*

- Development of a culture of assessment and significant movement toward strategic planning (creation of reliable data, articulation of student learning outcomes at program, degree and institutional levels), remarkably strong buy-in to the value of data driven decision making and, especially, an appreciation of and willingness to move toward strategic planning.
- Began discussion on the implementation of an Instructional Assessment Plan based on our successful Professional Improvement Program model.
- Development and use of Strategic Planning Criteria for instructional position requests and resources.
- Initiated discussion of Core Learning Outcomes with a draft list of outcomes.
- Began assessment of the sequence requirement.
- Ongoing progress on instructional program assessment projects.
- Faculty assessment workshops were held to provide assistance in the assessment of course outcomes.

##### *Next Steps*

1) **Assessment Data:** To improve and widen data on student success and pull that data into the Strategic Planning process. It is expected that continued development of Core Learning Outcomes and of department and program level assessment projects will take shape over time to more fully support institutional need to track student success (on transfer and in the workforce). In all of these efforts, it will

be important to continue to emphasize that the outcomes need to track as we plan, budget, and assess our student learning outcomes.

- Move toward automatic data tracking of core indicators, through the assessment web site.
- Improve tracking of alumni to document transfer and employment outcomes.

2) Revising Budget books: We will make some revisions to budget accounts for the 2004-05 fiscal years. In general, the change will mean that all—rather than most—of these accounts reflect programs or subjects rather than departments. The purpose of this revision is to enable us to track program expense on a consistent basis. This change follows from the work with Strategic Planning Indicators in Chairmoot (our council of instructional department chairs) in 2003.

3) Assessment Training for faculty:

- Laura and Linda Young will return in spring or fall 2004 to continue course assessment training.
- Provide training in fall 2004 for mapping of Core Learning Outcomes.
- Assessment related professional improvement funds: The College is considering adding \$500 to the current \$2000 available in four year cycles for individual faculty member professional improvement. The additional funds would be dedicated to assessment-related goals and activities.

4) Planning Process: Continue planning and implementation of a program review process to promote continuous improvement.

5) Core Learning Outcomes: Mapping of Core Learning Outcomes during the next year is expected to result in productive conversations about outcomes and their assessment which will enable us to evaluate our curricula for appropriate sequence and sufficiency of instruction (2004-05).

- Draft of Core Learning Outcomes to be approved by Academic Affairs (AA) by October 2004.
- Training for mapping of Core Learning Outcomes, by December 2004.
- Chairmoot, Faculty Assessment Team (FAT Team), and AA approve a process for mapping, by winter 2005.
- Mapping activities complete by spring 2005.
- Revision of core learning outcomes to be approved by AA, spring 2005.

## I. INSTITUTIONAL ASSESSMENT

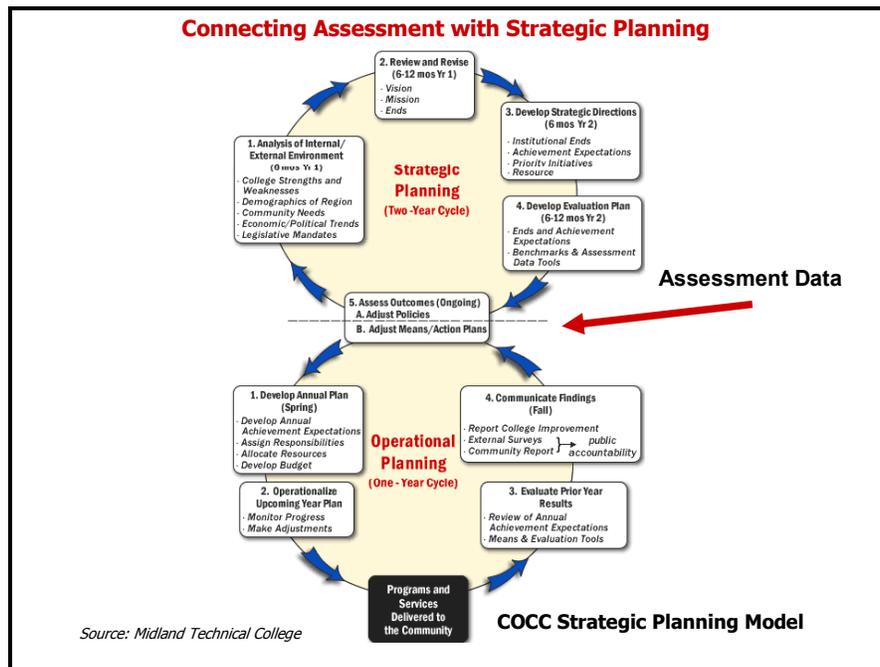
**General Recommendation:** The committee recommends that the institution systematically builds on the mission and strategic goals established by the Board, evaluates its activities, including teaching, and uses the results of their evaluation to improve instructional programs and institutional services (Standard 1.B)

### A. Introduction and Analysis

In response to the recommendation for a systematic approach to evaluating activities and incorporating the results into improving programs and services, Central Oregon Community College initiated a process in the summer of 2002 to create an institution-wide culture of assessment. Perhaps most indicative of this commitment is the decision to invest substantial resources in assessment during a period of severe budget constraints (during 2003-2004, COCC experienced a 15% reduction in its general fund budget). A prime example of this investment is the establishment of an Institutional Research Office and the hiring of an institutional researcher and a half-time temporary position to help with data queries and requests.

Further evidence of this commitment is development and implementation of an Institutional Comprehensive Assessment Plan (ICAP) which includes an assessment model, an assessment cycle, identifies the various levels of assessment and establishes a timeline for various assessment activities. The ICAP was endorsed by the COCC Board of Directors in January 2003. As part of the ICAP, an annual report is published and made available to internal and external audiences. Information contained in the first assessment report, and the supporting information gathered in the process, is focused on a number of key success outcomes and is used by the Board and College in decision-making to enhance student success by improving instructional programs and institutional services. The information produced by assessment directly informs the Board's strategic planning and all levels of operational decision making at the College. (See Figure 1.1 Strategic Planning Cycle.)

Figure 1.1: Strategic Planning Cycle



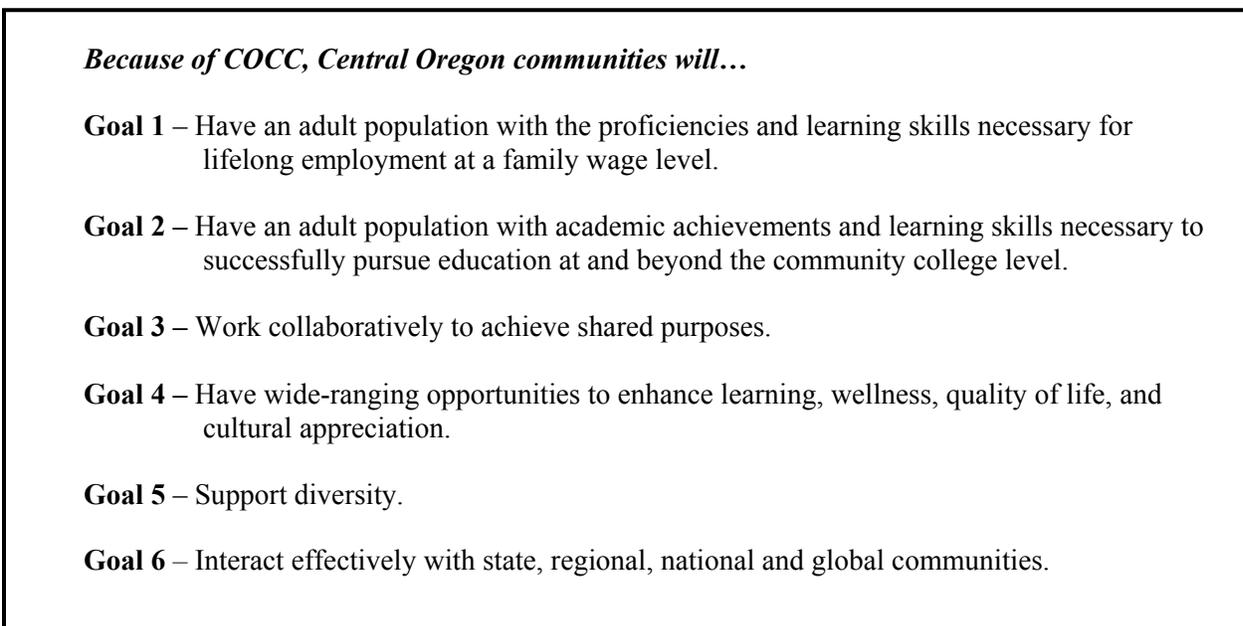
The overall assessment process is directly linked to the Board goals. In the initial Institutional Assessment Report the success outcomes and data gathered confirming achievement of those outcomes is focused on Board Goals 1 and 2:

Goal 1 – Have an adult population with the proficiencies and learning skills necessary for lifelong employment at a family wage level.

Goal 2 – Have an adult population with academic achievements and learning skills necessary to successfully pursue education at and beyond the community college level.

Given the tenuous economic environment and funding climate in Oregon, the Board of Directors prioritized these two of the six board goals in October 2002 and directed the College to focus its limited resources on achieving them from 2003 to 2005.

**Figure 1.2: COCC Board Goals**



In fall of 2002 an Assessment Planning Team (APT) was established to foster the comprehensive assessment effort. Members of the APT are drawn from all areas of the institution. One of the first challenges of the APT was to initiate a campus wide process for selecting Collegewide Success Outcomes. Members of the APT presented the draft CWSO to Chairmoot, Managers and other governance groups and program areas on campus, as well as posting the draft CWSO to Commlines (a folder in the College's Outlook E-mail system that is accessible to all staff and faculty). Following feedback from numerous individuals the CWSO were updated and circulated once again for comment prior to adoption. The initial success outcomes are as follows in Figure 1.3 below. The Collegewide Success Outcomes will be updated periodically as the Board Goals and ICAP are updated by the institution.

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**Figure 1.3: Collegewide Success Outcomes**

**COLLEGEWIDE SUCCESS OUTCOMES**

- 1 Completers will secure or advance employment.**  
Students completing their education at COCC – this may be completing one class, a series of classes or a certificate or degree program, depending on the student – will be able to secure or advance employment in their chosen field.
- 2 Transfer students will succeed in transferring and in meeting their goals at the next level.**  
Students attending COCC – whether for a term or earning a degree – with the intent of transferring to a four-year higher education institution will be able to succeed in the prerequisite education, and receive the support services necessary to succeed in transferring and in achieving their goals once they transfer.
- 3 Students will make satisfactory progress toward their educational goal(s).**  
All students attending COCC will be able to progress toward their educational goals – this may be completing one class, a series of classes or a certificate or degree program, depending on the student.
- 4 Student success is supported by program requirements and College opportunities.**  
Students attending COCC will be successful in achieving their educational goals because the College provides appropriate program requirements and comprehensive College opportunities.
- 5 Participants in Continuing Education (community, business and professional education) will achieve their educational or employment goals.**  
Businesses and community members participating in Continuing Education classes will be able to achieve their intended goals.

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Throughout the development of our culture of assessment a number of themes are promoted in furtherance of embracing a distributive model of assessment and utilizing the fruits of the labor for continued improvement at COCC. Among these are autonomy, creativity, comprehensiveness, investment and bottom-up assessment. Each of these is singularly important to advancing an assessment culture; together they lead us to a deeply embedded culture of assessment, and one which provides greater benefits to students.

During a period of scarce resources, which resulted in a reduction in force approaching 30 individuals, there was great apprehension within the faculty and classified staff to welcome assessment. Many were concerned that assessment efforts would be used to justify an additional round of reductions. To calm this fear and confirm the empowerment of faculty and staff, the distributed model adopted by the college acknowledges the critical nature of the autonomy of those carrying out assessment activities, leading to enhanced creativity.

Complementing autonomy with investment in assessment at all levels is important to achieving comprehensive results. The example provided by the Program for Excellence in Assessment (PEA) is indicative of what might be accomplished. (This program is discussed at length in Section V of this report.)

## B. Response/ Results

When we received this recommendation we were well aware of the College’s need to create and nurture a culture of assessment. Although assessment activities were occurring at a variety of levels and in various departments, the effort was not organized on an institutional level. Taking guidance from this recommendation and from the College Board of Directors, the institutional assessment effort was introduced with the initial target areas being Instruction and Student Services.

Over the summer and fall of 2002, the Institutional Research Office inventoried the assessment activities occurring on campus (see Figure 1.4). As part of this exercise, peer institution activities were also researched. Exemplary practices – both within the College and among peer groups—were identified and an undertaking of “Best Practices” was established. It became clear that a number of assessment tasks were actively taking place, but that there was frustration around why and for what purpose. Due to the lack of coordinated effort, much of the survey data and useful information being gathered was being used by a limited few. It was apparent that there was a need for an overarching plan to help share and organize the assessment effort and the useful information being generated.

**Figure 1.4: Assessment Survey Schedule**

<b>INSTRUMENT</b>	<b>CYCLE</b>	<b>DATE</b>
<b>IN PROGRESS</b>	<i>every</i>	<i>scheduled</i>
ACT Student Opinion Survey	2 yrs	Spring 04
Business Needs Assessment Survey	4 yrs	Winter 04
Campus Climate Survey	2 yrs	Spring 05
Community Education Survey	1 yr	January
Community Survey	3 yrs	Varies
Former Student Survey	1 yr	January
Graduation Survey	1 yr	June
New Student Orientation Survey	1 yr	September
No Show Survey	1 yr	Fall
<b>PROPOSED</b>		
Alumni Survey	TBD	TBD
Information Technology (IT) Survey	TBD	Winter 04
LibQual (Library Satisfaction Survey)	TBD	Spring 05
Student Services Survey	TBD	TBD

In response to this need, the College hosted a two-day Outcomes Assessment Workshop for all Oregon community colleges. The workshop was provided by the National Center on Postsecondary Teaching, Learning and Assessment from the Center for the Study of Higher Education at the Pennsylvania State University. The session provided an overview of many assessment techniques and approaches. It also gave Oregon community colleges a venue to share assessment activities and ideas. This opportunity helped further awareness of assessment on campus and across the state.

Taking guidance from the recommendations and the Board, the initial assessment target areas were Instruction and Student Services. The College organized three assessment teams: the Assessment Planning Team (APT) to coordinate the institutional effort; and the Faculty Assessment Team (FAT) and Student Services Assessment Team (SSAT) to coordinate assessment development and activities in their given areas (see Figure 1.5). The teams were developed to work complementarily, to participate in the planning and evolve into a resource for the many areas of campus.

**Figure 1.5: Assessment Team Members**

<b>Assessment Planning Team (APT)</b>	
Matthew McCoy	VP of Institutional Advancement
Kathy Walsh	VP of Instruction
Ron Paradis	Director of Community Relations
Richard Thompson	Dean of Student and Enrollment Services
Celeste Brody	Dean of Instruction
Jim Kress	Chair of Business Administration
Sara Paulson	Director of Information Technology
Alicia Moore	Director of Admissions/Registrar
Brynn Pierce	Institutional Researcher
<b>Faculty Assessment Team (FAT)</b>	
Kathy Walsh	VP of Instruction
Cora Agatucci	Humanities
Jim Kress	Chair of Business Administration
Stacey Donohue	Chair of Fine Arts
Kelly Allen	Geographic Information Systems
Jerry Andersen	Automotive
Christine Ott-Hopkins	Biological Sciences
Rise Quay	Humanities
<b>Student Services Assessment Team (SSAT)</b>	
Richard Thompson	Dean of Student and Enrollment Services
Alicia Moore	Director of Admissions and Records
Laurie Neil	Director of Financial Aid
Vickery Viles	Director of Career, Advising & Placement Ctr.
Mike Smith	Career Services Coord./Academic Advisor
Aimee Metcalf	Asst. Dir., Admissions and Records

The APT focused on the institutional organization and approach to assessment and developed the Institutional Comprehensive Assessment Plan (ICAP). The adopted model of institutional assessment (outlined in Figure 1.6) captures the College’s straightforward approach to the process. As depicted, the mission statement – set by the College Board – defines the Board Goals.

In order to then make the Board goals operational on the institutional level, the College established institutional goals in the form of Collegewide Success Outcomes (CWSO) (see Figure 1.3, p. 8). Taking guidance from the Board, the five original CWSOs targeted the achievement of Board Goals 1 and 2, referenced in the introduction (p. 7). For each of the five CWSOs, a series of indicators were identified and quantifiable data collected to support/measure the success of achieving the designated outcomes.

To complete the cycle, the collected data and findings are disseminated to the Board, College community and other stake holders. On the institutional level, this takes the form of the Institutional Assessment Report. The first edition of this report was circulated in October 2003. The report allows for informed decision making and refinement of the mission statement and goals, while identifying the College’s strengths and making note of necessary improvements and changes.

The COCC Assessment Cycle (Figure 1.7) depicts a one-year cycle and an appropriate timeline for activities, including when the generated information and knowledge is available to support the strategic planning effort. As is true of any effort of this magnitude, the timing will vary in each area of assessment.

Figure 1.6: The Model of Institutional Assessment

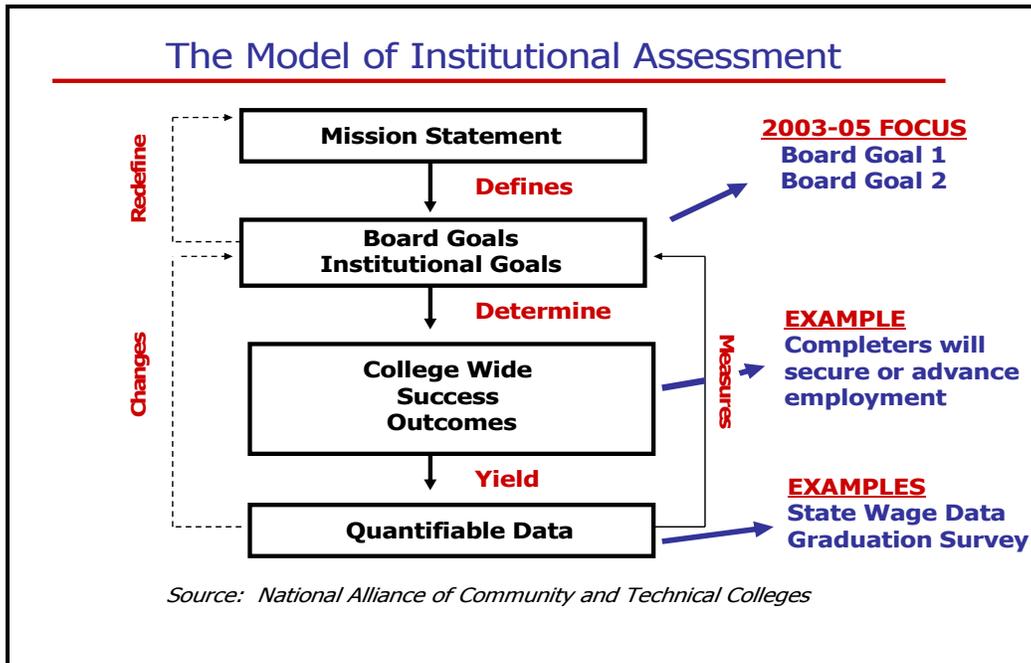
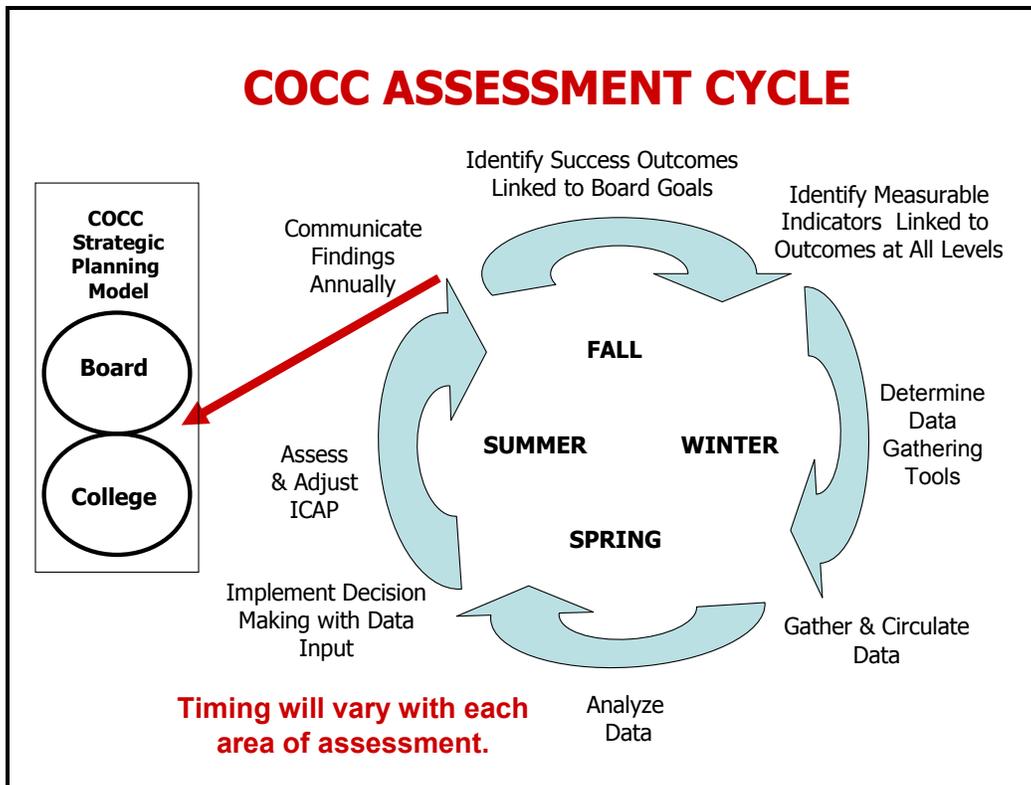


Figure 1.7: COCC Assessment Cycle



Assessment must take place at all levels of the institution, from the Board to individual courses and activities. The table below (Figure 1.8) demonstrates the multiple levels of assessment taking place on campus.

**Figure 1.8: Levels of Assessment and Alignment**

<b>LEVELS OF ASSESSMENT &amp; ALIGNMENT</b>	
<b>Institution</b>	Board Vision, Goals & Policies, Institutional Initiatives and objectives to operationalize Board goals
<b>Degree/Division</b>	General Education & Division Goals
<b>Program/Unit</b>	Sequential Courses and Department Activities
<b>Course/Activity</b>	Student Learning Outcomes

As a result of developing and promoting ICAP, there is a greater awareness of the assessment effort among faculty and staff, as well as the beginnings of a campus culture change. Faculty and staff are beginning to better understand the bigger picture and where their contributions fit in and support the good of the complete College.

The ICAP was presented to the Board of Directors and adopted in January 2003. The plan was then circulated to the campus community for comment through Staff Commlines (campus electronic list-serve), Managers (campus management group), Academic Affairs (instructional governance committee), Student Affairs (student issues governance committee), Faculty Assessment Team and Student Services Assessment Team. The intent of this was to promote the assessment effort across campus and to encourage participation and buy-in. Visits to the various areas of the College were initiated by the APT to discuss the Collegewide Success Outcomes (CWSO), as well as to learn about and promote assessment activities in the individual areas (see Figure 1.9).

**Figure 1.9: List of Department Visits**

DATE	DEPARTMENT VISITS
1/29/03	Campus Services
7/2003	College Relations
8/14/03	Fiscal Services
7/31/03	Human Resources
7/30/03	Information Technology
11/26/02	Instructional Department Chairs

10/30/03	Library
1/15/04	Tutoring & Testing
10/21/03	Continuing Education
1/8/03	Enrollment Management Team

As a result of the visits, the three teams became increasingly knowledgeable of campus assessment activities and resources and centralized that knowledge in the Institutional Research Office, moving toward creating a clearinghouse of information. It also became apparent that training and additional resources were needed in how to assess. The Office of Instruction and the FAT Team provided training to Instruction and the SSAT Team and the Institutional Research Office coordinated training for Student Services (see Figure 1.10).

**Figure 1.10: List of Trainings**

<b>Date</b>	<b>Title</b>	<b>Participants</b>
August 28-29 2002	<b>Outcomes Assessment Workshop</b> w/ National Center for Postsecondary Teaching, Learning and Assessment.	Attendance from most Oregon community colleges and 20 COCC faculty and staff members.
February 27-28 2003	<b>Student Services Assessment Training</b> w/ Dan Weinstein from Lower Columbia CC	General and individual sessions with Student Life, Financial Aid, Admissions/Recruiting, Academic Advising and Institutional Research
October 2002 2003	<b>Pacific Northwest Association for Institutional Researchers</b>	Practitioners from both 4-year and 2-year institutions from Oregon, Washington, Idaho, and British Columbia
November 14 2003	<b>Instructional Assessment Workshops</b> w/ Laura and Linda Young, from Southern Oregon University and the Oregon Institute of Technology	Details available in section V of this report
November 2-4 2003	<b>2003 Assessment Institute in Indianapolis</b>	Two faculty members, Jim Kress from Business Administration and Sean Palagyi from Drafting and CADD
February 19-20 2004	<b>Survey Pro Training</b>	Brynn Pierce, Institutional Researcher to learn survey software
Spring or Fall 2004	<b>Faculty Development Seminars &amp; Workshops</b>	Referenced in Section V of this report

To add incentive to the assessment effort, the APT implemented the Program for Excellence in Assessment (PEA) grant process in spring 2003. PEA grants are awarded to assist selected faculty and staff with their efforts to implement department, program or collegewide assessment plans and to accelerate the implementation of the most promising and fully conceived plans. Funds may be used for off-contract work periods (perhaps developing assessment tools or gathering or analyzing data),

developing enhanced assessment capabilities through training and conference/seminar attendance or for purchasing assessment tools. There is a maximum of \$2,000 per project. The opportunity was originally piloted with the faculty, and is now available to both faculty and staff (Figure 1.11, pp.16-17). (More information on the progress and results of the original faculty grants is available in Section V of this report.)

As a result of the original PEA grant pilot program and the increased need for college data, the Institutional Research and Information Technology staff worked to build the necessary infrastructure to support the growing demand, including hiring a part-time data manager and developing a Data Request Form (Figure 1.12, p. 18). The building process continues. As well as an increased demand for College data, there was a growing need for survey support and expertise. The IR office researched existing survey tools, both on campus and those used by peer institutions, and equipped the IR office with the necessary technology and information to support survey demands and assessment efforts overall.

Throughout this process, the three assessment teams have been busy sharing the growing base of assessment information and the College's progress in the assessment effort through presentations and postings. Technology has been used to share information and resources: Assessment Folder (electronic folder available to campus), Faculty Assessment Team (FAT) web site, and Staff Commlines (campus electronic list-serve). The most recent communication tool has been the introduction of "Campus Indicators" to the monthly Board of Directors Agenda. Each month a different area/department on campus will be highlighted with statistics and progress reports provided to the Board.

There are many examples on how the data available has been used to improve the College. The Board made budget adjustments to maintain the appropriate program mix after receiving assessment data on program offerings. At the degree/division level, the automotive program was adapted to a one-year certificate instead of a two-year associate program, with the knowledge of their graduation rates. Information Technology has changed the way they offer faculty trainings, due to assessment feedback. One instructor recently surveyed his class and determined that additional computer lab time was needed to better accommodate the student learner. These few examples are just the tip of the iceberg.

As a result of the activities to date, the College has developed a positive environment for assessment and the campus community is starting to take an interest in the effort. The College has made assessment a priority and as the movement grows, there is an increased involvement across the campus. We are starting to see assessment in the initial design and implementation of new programs and/or activities, as well as in Board retreat discussion and in Board and Institutional Strategic planning. It is exciting to see. The activities over the last two years have also allowed the College to collaborate with external entities at the district, state and regional levels. Through the sharing of our training opportunities and products, peer institutions are that much further along.

### **C. Next Steps**

In looking toward the future of our institutional assessment effort, we plan to continue our improvement and investment. During 2004, we plan to create an interactive web site that will be the hub for assessment information. This site will be used to post all pertinent data and reports, showcase the most exciting and promising assessment plans, offer a list of resources and share progress reports. This culminating web site will be complimented by a research center. Over the next few months, the College is looking to provide a drop-in friendly location for assessment resources to support ongoing assessment (such as data mining, and outcome mapping and matching). This location will be organized and monitored by the IR office and offer the technological resources necessary to construct, disseminate, collect and analyze survey data. IT and IR are also continually improving the process of extracting College data for assessment making the data increasingly easier to retrieve and more accurate. The more efficient we make the process, the quicker the feedback and the more rapid the possibility for College improvement. It will also be important to continue to assess the training needs and provide resources and workshops. The College community has already expressed the need for a workshop on survey development and implementation. We will be working to coordinate this effort over the next few months.

As many departments and programs analyze and make decisions based on information they have gathered, the College will work to centralize data and share the results, making it available to all that would find it useful. The ultimate goal is to continue fostering an environment of better informed decision making. In this same vein, the institutional assessment report disseminated annually will be expanded to include additional indicators as the College improves its capacity to collect the vital information.

It will be extremely important over the next year to broaden adoption of assessment on campus and within campus communities. We can do this by making a more concerted effort to confirm what we are doing well, praise those who are taking the initiative and celebrate the enlightenment and positive changes that the process brings.

#### **D. Summary**

In less than two years, COCC has taken great strides toward a comprehensive approach to assessment. There is much still to be done, but with Board, faculty, staff, and administration support, the foundation for a culture of assessment is in place. Investment has been made and will continue, even during a period of limited resources. Board goals are the guideposts for success outcomes, and assessment results are used for strategic and operational planning. Permeating this process are the overriding objectives of improved instructional programs and institutional services, with the ultimate goal of greater student success at a learning college.

**Figure 1.11: PEA Grant Application**



**Program for Excellence in Assessment (PEA) Grants  
Request for Applications**

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Program for Excellence in Assessment (PEA) grants will be awarded to assist selected faculty and staff with their efforts to implement Department, Program or Collegewide Assessment Plans. The College is committed to assessing learner outcomes in line with institutional and departmental goals, and to that end, the aim of the PEA grant program is to accelerate the implementation of the most promising and fully-conceived Assessment Plans. Funds may be used for off-contract work periods (perhaps developing assessment tools or gathering or analyzing data), developing enhanced assessment capabilities through training and conference/seminar attendance or for purchasing assessment tools. There is a maximum of \$2,000 per project.

**Guidelines for PEA-funded projects:**

1. You need a Department, Program or Collegewide Assessment Plan to apply for PEA funding.
  - ✦ The Assessment Plan should be one that measures learner outcomes that are of major importance for the College, a program, activity, or course cluster. The plan may involve a program, activity or cluster within the department or one that cuts across departments and the College.
  - ✦ The Plan should fully address Steps 1 and 2 of the *5 Step Process for COCC Program Assessment* below. In particular, the proposed methodology for data collection should be explained and should be appropriate to measure the identified learner outcomes.

**5 Step Process for COCC Program Assessment**

- (1) Ask a meaningful question about a program goal relevant to Board goal 1 and/or 2.
  - (2) What information do you need to answer the above question?
  - (3) Gather and analyze data
  - (4) Develop solutions for program improvement
  - (5) Implement, evaluate and continue the improvement cycle
- ✦ Collaborative assessment plans (involving other faculty or staff in your department or from other departments) are strongly encouraged.
  - ✦ Assessment plans which involve development of widely applicable assessment methods are also encouraged, because these projects will further the goal of creating a wide-spread and flexible culture of assessment at COCC. (Capstone activities, portfolio assessment, pre and post testing, course-imbedded activities, focus groups, satisfactions surveys are but a few of the methods that might be explored.)
2. Utilizing the Assessment Plan, prepare a brief grant proposal describing what part of the Plan you will be requesting funding for during the designated grant period. Answer the following questions:

- ✗ What will you do and what do you hope to accomplish?
  - ✗ Explain how the grant support will advance the Assessment Plan. What products will emerge from these activities?
  - ✗ What steps will be needed to fully implement the Plan once these activities are completed?
3. Provide description of grant supported activities and budget – maximum of \$2,000 per project.
  4. Attach a brief statement of support from the Department Chair(s) or Director(s).
  - 5. Final reports will be required within 30 days after the completion of the grant period.**

**Format for submissions:**

1. Grant proposal, as described in guideline 2, 3 and 4 above.
2. Attach a copy of the Assessment Plan.
3. Submit grant proposals electronically to Celeste Brody, for faculty, and Brynn Pierce for staff.

**Timeline:**

Faculty: Proposal deadlines are November 15 and May 10.

Staff: Proposals accepted on a rolling basis - grant period to be defined by applicant.

*A final report of accomplishments is due within 30 days after completion of the grant period.*

**PEA selection committee:**

Faculty: Celeste Brody (Dean of Instruction); Cora Agatucci (Faculty Assessment Team liaison); Brynn Pierce (Institutional Researcher); Patricia O’Neill (Social Science Department).

Staff: Brynn Pierce (Institutional Researcher), Ron Paradis (Director of College Relations), Alicia Moore (Director of Admission and Records).

**Figure 1.12: Data Request Form**

**INSTITUTIONAL BANNER DATA  
REQUEST FORM**

Please answer the following questions and submit this form, along with your Department Assessment Plan, to Brynn Pierce in the Institutional Research Office – BEC 217 or bpierce@cocc.edu. If you have any questions or are unsure of the process, please don't hesitate to contact Brynn Pierce at 383-7402.

**Example responses to questions below are included on page 2.** Good luck!

*Unless specifically requested, all data will be provided using a computer generated ID and will not include names or social security numbers. The data will likely be delivered in an Excel document, unless another format is requested or more appropriate.*

<b>Name of Requestor:</b>		<b>Phone:</b>	
<b>Department/s:</b>			

**Please attach your Department Assessment Plan in order for us to be familiar with your original assessment question and overall plan. Thanks!**

<b>1. What population of students are you interested in and during what time period?</b> (Recommend within the last 3 years and define any vague terms such as “completer” or “passing grade”)
<b>What specific information do you want to know about this student population and during what time period?</b> (ASSET scores, student performance in another course, did the student graduate? etc.)
<b>What are you expecting the data to look like?</b> (Explain/diagram what you want the data to look like. We might not be able to do it exactly, but it gives us something to work from.)
<b>PLEASE ATTACH AN EXAMPLE</b>
<b>What other measures will you use, besides banner data, to answer the assessment question?</b>

## **II. STUDENT SERVICES AND CAREER PLANNING**

**General Recommendation:** The Committee recommends that the institution provide resources so as to ensure support services are sufficient to meet the needs of students regardless of where or how enrolled, and by whatever means educational programs are offered. In addition, career placement services must be available and consistent with student needs and the institutional mission (Standard 3).

### **A. Introduction and Analysis**

At the time of the College's self study in 2002, the institution, in addition to its traditional classroom programs, provided educational programs through an experimental educational delivery system, called Open Campus. Open Campus delivered limited and specific courses to distance sites through live one-way video media and other courses through asynchronous Internet modalities. The experiment proved costly and the program was discontinued.<sup>1</sup> Even though the Open Campus program could not be sustained, the College moved ahead with an analysis of the sufficiency of web-based and other enrollment support services in meeting the College mission and student's needs.

Another area of concern noted in the recommendation is the availability of career placement services. The College's career placement activity historically came from individual faculty, especially in professional/technical areas where terminal certificates and degrees lead directly to employment. While the College and employment community remained small, individual placement at the faculty level met student and employer needs. However, the College has grown to medium size and the community is growing. Student-body size, community growth, and expanded workforce employment opportunities require a centralized and professionally staffed career and job placement service.

### **B. Response/Results**

#### **1. Student Services on the Web**

Regardless of the method instruction is delivered, Student Services needed to assess how students' needs were or were not being met. We began with the COCC web site. Web "hit" counts on the COCC web page indicated significant reliance on the web for registration, support services, and academic services. At the same time students expressed general dissatisfaction with the design and student friendliness of the COCC web home page. In response, the College redesigned its homepage clearly identifying current and prospective student log-in and separate links to staff and faculty log-in areas. Student use of web is at an all time high. However, no web site is ever perfect. We will continue to assess the effectiveness of the web design in meeting student needs.

Next, a College Enrollment Services Team met with students, student groups, college committees, and staff to determine the sufficiency of the College's online 24-hour registration and payment system. The work indicated that students were overwhelming the registration system at the start of registration periods resulting in registration delays, user frustration, and reduced reliance on web-based registration services. The Enrollment Services Team met with Information Technology staff and determined that a larger computer server was needed as well as a staged registration procedure to spread out the load on the registration system. A larger server was installed and the Enrollment Services Team presented a number of registration staging plans to student leaders, staff, and faculty for consideration. With the input of stakeholders, the College initiated staged registration times for web registration based on the student's accumulated COCC credits. Staged registration and a larger server now register students with no registration delays regardless of location and time. In addition, changes to the Banner registration system

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<sup>1</sup> We are adding 32 online courses in ten program areas in 2004-05 to extend opportunities for all students. An online orientation tutorial has been developed to support student success in this learning modality.

allow a student to see online if he/she has a registration “hold” that would prevent registration. Student calls to the web helpline have decreased.

The College also determined that tuition and fee payment options on the web were not being used as widely as the web registration process. The College changed fee payment software services expanding online fee payment options to include the payment of tuition directly from a student’s checking or savings account instead of credit card only. Students may pay tuition and fees at their convenience. Yet, we have recognized that acceptance of online fee payment is limited and the effectiveness of web fee payment is currently under assessment.

## **2. Student Services at Additional College Locations and High School Outreach**

The College’s second largest instructional site is the Redmond Campus located 17 miles north of the Bend campus. The College determined that students taking classes at Redmond Campus, although often also taking courses on the Bend Campus, needed in-person support as well as online enrollment services. Enrollment Services trained a full-time Redmond Campus employee who, with the exception of financial aid information, provides in-person enrollment-related services to Redmond Campus students. Although the College has reduced outlying centers and the Interactive Television (ITV) offerings in those centers, the College continues to offer services and credit instruction in those areas (at a reduced level), and therefore we looked to address specific needs in outlying areas. The College determined that a special need existed in at the Redmond Campus and recommended that the College provide in-person student enrollment services in the area in addition to the district wide web registration and payment services. The College has funded a new 15-hour per week enrollment service staff position in this area’s local library, providing in-person enrollment related services and access to web-based registration and payment services.

In addition, we will soon have a student services representative in Prineville, and we are currently training lab monitors in Madras, Sisters and North Lake in enrollment services. Such services should be in place by spring 2004.

Analysis of enrollment data and district high school counselor feedback indicated that student support services in the College’s district high schools was insufficient to meet the needs of graduating high school seniors. The College funded a new high school liaison/recruiter position January 2004; the search is currently in progress. The position focuses on high school student needs and services to non-high school students throughout the district.

## **3. The CAP Center (Career, Advising, Personal Counseling Center)**

With the extensive budget reductions COCC needed to take, 40 staff positions were given notice of non contract renewal after June 30, 2003. This necessitated restructuring of Student Life. Subsequent retirements in Counseling and Enrollment Services personnel were additional variables that influenced the restructure within Student Services. The result was the development of a half-time Career Services position and the opportunity to move forward with the integrated CAP (career services, academic advising and personal counseling) Center model. This organizational structure does answer the suggestion in the 2002 Full Scale Evaluation Report, that we consider a more formal connection between these areas. Grant funds were identified that supported additional academic advising and work study placement services. This enabled the half-time career services position to move to a full-time position to assist with the implementation and service delivery of CAP center student services. The half-time career services position is now responsible for the full range of career services, exploration, planning, part-time student employment, federal work-study placement job search, and career placement.

The College provided the Student Affairs Division with the resources to develop, staff, and open a Career and Job Placement Office in August 2002, four months from the date of the Full-Scale Evaluation Committee Report. The Career and Job Placement Office opened with a half-time director with 20 years student affairs experience and a half-time office assistant. In addition to in-person services for students

and employers, the Career and Job Placement services provides a comprehensive, web-based career services management software (E-Recruiting) serving students and employers throughout the district with local, regional and national job and employment information 24 hours per day.

During fall 2003, personal counseling services became part of Student Services, providing opportunity for reorganization of related services into a new administrative unit dubbed the CAP Center. The CAP Center places career exploration, academic advising, job placement, and personal counseling into a single administrative unit headed by a Director. The CAP Center is staffed by one full time director/advisor, one-half FTE Career and Job Placement Coordinator, one-half FTE academic advisor, 1 FTE office support, two contracted personal counselors who provide 20 hours of personal counseling services per week (see Figure 2.1), and a full-time support staff/placement coordinator.

The CAP Center is located in the highly trafficked COCC library next to the College’s Tutoring and Testing Center. The CAP Center serves as direct academic advisor to over 250 students, provides coordinated training to COCC faculty advisors, coordinates placement and other admission-related testing, offers career advice to exploratory and other students, and places students in work-study and other campus jobs. The CAP Center provides comprehensive student career, academic and personal support services to all enrolled students utilizing extended center hours, telephone conferencing, and e-mail services (see Figure 2.2). The CAP Center utilizes an innovative personal counseling program in which personal counselors are contracted through the local medical center’s mental health unit. The personal counselors provide on-site personal counseling, group counseling, and mental health information to the campus. Students can be referred from anywhere in the areas to a 24/7 crisis center maintained by the contractor. The contracted counselors work within a mental health network affording extended help with issues outside the expertise of the on-campus counselor.

**Figure 2.1**

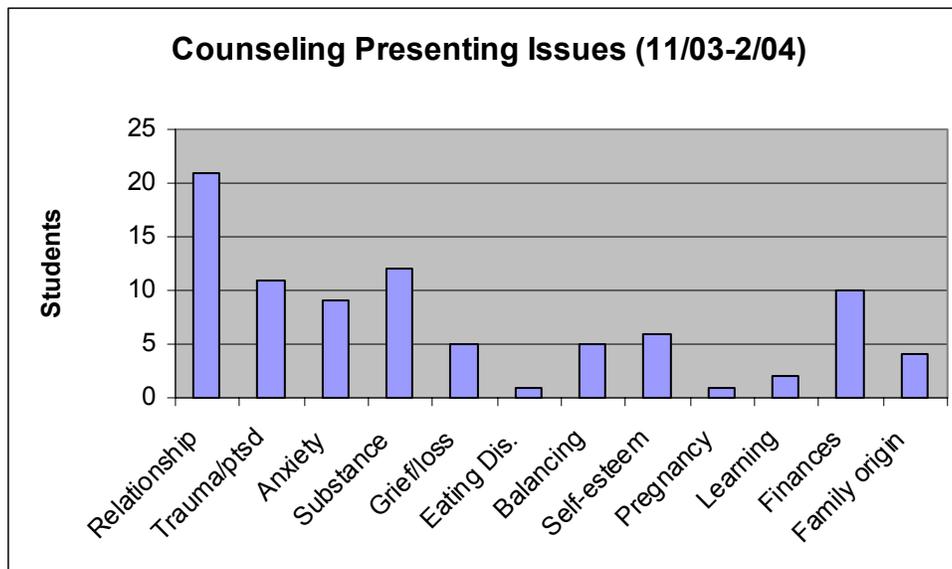
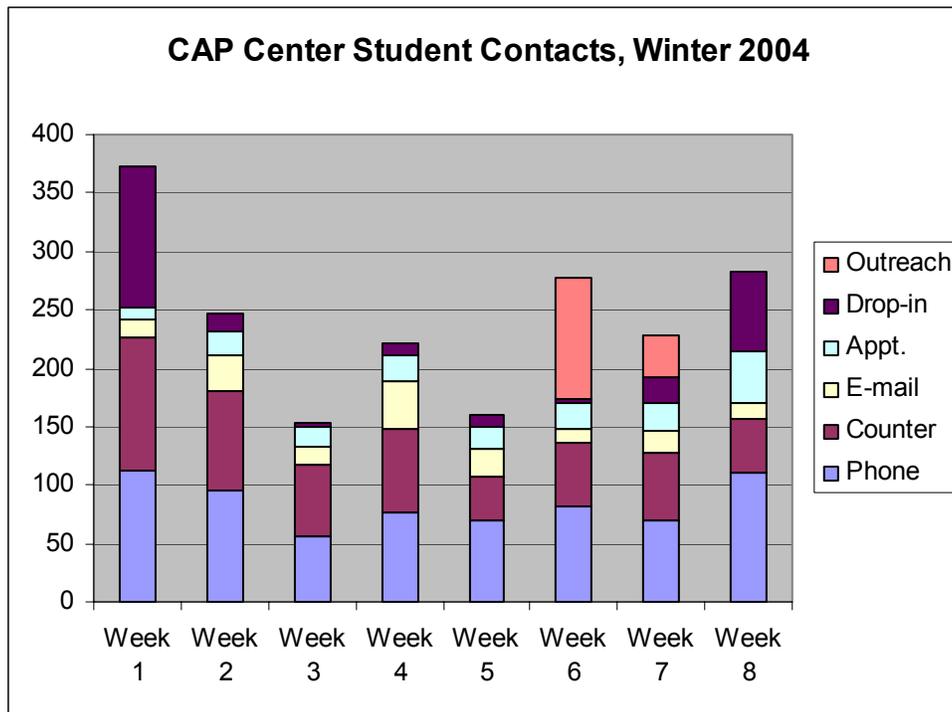


Figure 2.2



### C. Next Steps

Students and faculty advisors need the ability to plan enrollment and measure progress toward a degree or certificate. The College has budgeted for the purchase of a Banner degree audit program including a web-based system allowing students to check their degree progress online. Enrollment Services has contacted a Banner consultant and plans first-phase implementation by November 2004.

A full-time Enrollment Services staff member from the Student Financial Aid area is needed at the Redmond Campus to provide in-depth financial aid information to Redmond Campus students. A financial aid staff member currently located on the Bend Campus will be reassigned to the Redmond Campus early fall 2004.

The CAP Center will lead a discussion with faculty during 2004-2005 regarding web-based placement testing. Based on that conversation we will within two years deliver placement testing to prospective students throughout the College district, including students in the district's high schools.

Student Services is a member of the institution's Assessment Planning Team and will develop assessment tools and processes for enrollment services, student life, residence life, club sports, and student leadership programs within five years.

### III. RELATED INSTRUCTION

**General Recommendation:** The Committee recommends that the institution ensure applied or specialized associate degree programs of one academic year or more in length contain a recognizable body of instruction in the area of computation (Policy 2.1).

#### A. Introduction and Analysis

An analysis of related instruction requirements in computation, communication, and human relations in all one year and longer certificate programs and in all Associate of Applied Science degree programs was conducted by a member of the Office of Admissions and Records. The results were tabulated in a chart (Figure 3.1) that shows what courses provide required related instruction for every such program. Colored spaces in that chart (which after the efforts described below is now completely filled in) were initially blank. As can be seen, then, in a number of programs, related instruction in one or more areas was unspecified.

#### B. Response /Results

A dean-level administrator contacted appropriate program directors and department chairs, informed them of the deficits, and asked that steps be taken to identify program courses that had the required instruction. This usually resulted in a current program course being identified, though in one case, a new course was added to the program curriculum.

When the related instruction elements were identified, college catalog course and/or program descriptions were modified so as to clarify in the catalog, if it was not self-evident, where the related instruction components of each program were to be found. These changes in the catalog were completed in time for publication in the current 2003-04 COCC catalog. In all, more than 19 catalog changes were made in regards to related instruction.

Efforts were then directed towards making sure that changes in current programs maintained related instruction components and that any new programs had them. The COCC Policies and Procedures Manual was modified so as to require that any changes in current programs and new programs be approved by the Academic Affairs (AA) committee of the College before individual courses in such programs be considered for approval. As a part of that overview approval process, a Significant Program Change form (see Figure 3.2) must be completed and submitted to the Vice President for Instruction and then to AA. As can be seen, a portion of that form specifically asks how related instruction in computation, communication, and human relations is to be included in the program.

The College views the needs of this recommendation as largely met. Because of the timely efforts of many college personnel, related instruction components in all current one year and longer certificate and AAS degree programs are present and identified. Further, steps have been taken to ensure that when current programs change, these components are maintained, and that new programs have them, using the Significant Program Change form, Figure 3.2.

**Figure 3.1: RELATED INSTRUCTION DEFINED FOR 2003-2004**

PROGRAM	COMMUNICATION COURSE(S)	HUMAN RELATIONS COURSE(S)	COMPUTATION COURSE(S)
Addiction Studies Certificate	WR 121*	HD 162	MTH 60
Apprenticeship AAS	Any WR course, SP 111 or SP 218	BA 285, or SP 218, or PSY 207	MTH 85
Automotive Tech. AAS	WR 121*, WR 227	BA 285, or SP 218, or PSY 207	MTH 60 or MTH 85

<b>PROGRAM</b>	<b>COMMUNICATION COURSE(S)</b>	<b>HUMAN RELATIONS COURSE(S)</b>	<b>COMPUTATION COURSE(S)</b>
Automotive Tech. Certificates	WR 40 or WR 121*	BA 285, or SP 218, or PSY 207	MTH 20 or 60
Business Administration AAS	WR 121*, WR 214, SP 111 or SP 218	BA 285	BA 104 and BA 51, BA 52, BA 53
Culinary Certificate	WR 121*	BA 255	CCI 091ABC
CIS AAS	WR 121*, WR 227 or WR 214, SP 111, 218 or SP 219	BA 285	BA 104
CIS Certificate	WR 121*	BA 285	BA 104 and BA 51 or BA 217
Criminal Justice AAS	WR 121*, SP 111 or SP 218	BA 285 or SOC 201	MTH 65
Criminal Justice Certificate	WR 121*	SOC 201	MTH 65
Dental Assisting Certificate	WR 121*	SP 218, DA 181	DA 150
Dietary Managers Certificate	WR 95, DM 210	BA 255	MTH 20
Drafting/CADD AAS	WR 121*, WR 227	PSY 207 or BA 285	MTH 85, 86
Early Childhood Ed AAS	WR 121, WR 122, WR123, WR214 or WR 227	ED 152 or PSY 215	MTH 65
EMS	WR 121*, SP 218	BA 285 or 8.220	MTH 85
Forestry Tech.	WR 121*, WR 227 or WR 214	8.220	MTH 85 and MTH 86
GIS	WR 121* (for admit), WR 227	BA 285	MTH 85 (for admit), MTH 86
HIT AAS	WR 121*, WR 122 or WR 227	HIT 103	HIT 104
HIT Certificate	WR 121*, WR 122 or WR 227	HIT 103	HIT 104
Landscape Turfgrass AAS	WR 121*, SP 111	BA 224	MTH 85
Manufacturing AAS	WR 40 and above, SP prefix	BA 285 or SP 218 or PSY 207	MTH 85
Massage Therapy AAS	WR 121*, WR 214, WR 227 or SP 218	SP 218	BA 217 (Pre-requisite MTH 65)
Medical Assisting Certificate	WR 121*	SP 218	MA 123, MA 133 or MA 199
Nursing AAS	WR 121*, WR 122 or WR 123 or WR 227	NUR 106	NUR 106
Nursing Certificate	WR 121*, WR 122 or WR 123 or WR 227	NUR 106	NUR 106
Structural Fire Science AAS	WR 121*	8.220	MTH 85
Wild land Fire Science AAS	WR 121*, WR 227	8.220	MTH 85, MTH 86

\*Where WR 121 is indicated WR 121T may also be taken.

### Figure 3.2: Significant Program Change Policy

Department/Division \_\_\_\_\_ Date \_\_\_\_\_

Submitted by \_\_\_\_\_

1. Indicate the nature of the significant change:
    - New or revised certificate or degree \_\_\_\_\_
    - Changes to course or program credit \_\_\_\_\_
    - Other \_\_\_\_\_
  2. Explain the desired program change and its rationale (attach sheets if necessary).
  3. Does this change affect other professional-technical certificates or degrees, the AA/OT General Education requirements or the Distribution requirements? If so, explain. Provide a plan for addressing impact on students and how students accommodate this change.
  4. **For an AAS or certificate program answer the following:**
    - a. Indicate how related instruction in writing, speaking, computation and human relations is included in this program.
    - b. Include employment outlook and work with advisory committee?
    - c. Projected impact on program costs/enrollment and PT/FT ratio.
    - d. Attach a copy of the certificate or degree requirements: Indicate NEW courses and EXISTING courses.
  5. Indicate whether and how this program articulates with OSU/Cascades' programs or degrees.
  6. Has this program had a Financial Aid impact review? Yes \_\_\_\_\_ No \_\_\_\_\_
- 

#### C. Next Steps

COCC is currently examining the curriculum from the point of view of outcomes to insure the appropriateness of related instruction, and the implementation of the significant program change policy. A 2003 clarification (July 17, 2003 e-mail from Ron Baker to the Council of Instructional Administrators) by the Commission of Policy 2.1 (*General Education/Related Instruction Requirements*) noted that there is a distinction between applied degree programs intended for transfer and those that are “(highly) applied degree and (highly) applied terminal degree and certificate programs intended for direct entry into the workforce”: the latter do not have to include related instruction at the collegiate level; however the transfer programs should have collegiate level related instruction components. The College—through

three structures (Professional/Technical Council, Academic Affairs, and the Assessment Teams) is currently looking at what constitutes related instruction for applied programs that intend to transfer and certificate and degree programs that are terminal, that is, meant to ensure immediate employment upon completion. These groups are discussing the implications of this distinction, and are examining what constitutes collegiate level of instruction and whether or how collegiate level related instruction would be aligned with individual program outcomes. An example of this is the current review of the writing requirement in both the Culinary Certificate Program and the new Automotive Master Technician Certificate Program.

#### **IV. FULL TIME FACULTY/ADMINISTRATORS IN PROGRAMS**

**General Recommendation:** The Committee recommends that the institution shows evidence that it employs full-time faculty who represent each field or program in which it offers major work (Standard 4.A).

##### **A. Introduction and Analysis**

The College is committed to employing full-time faculty or program administrators in each program that offers certificates and/or degrees and now has a plan to achieve this goal. Immediately after the 2002 accreditation visit the College put \$50,000 into staffing and reported this to the Commission in June 2002 (a full-time staff position in Medical Assisting, and adjunct faculty positions in Licensed Massage Therapy and Emergency Medical Services). This report summarizes the actions taken for 2002-03, 2003-04 and 2004-05.

Four programs came under scrutiny in the accreditation visit: Licensed Massage Therapy (LMT), Emergency Medical Services (EMS), Medical Assisting, and Engineering. The first three programs are relatively recent additions to the College; they were developed in the 1990s as a commitment to expand Allied Health employment opportunities for the region. In the post-Ballot Measure 5 environment in Oregon, it was important for the College to test the viability of new programs in higher education and Central Oregon, especially in fields where certification standards required that the staff continue working in the discipline to maintain program accreditation. (Ballot Measure 5, passed in 1990, capped property taxes and their use for public services. It required the state to pick up for the cost of education, public safety and health care through the general fund.)

COCC developed the model provided by the Licensed Massage Therapy program—utilizing a full-time, 12-month professional/manager who provides some teaching, but coordinates the program to the standards of the accrediting body in the field, actively practices in the field, supervises the part-time instructors, and advises the majority of students. It applied this same model to the Medical Assisting program by hiring a full time professional/manager for fall 2002. And, in 2003-04, COCC created a transition plan for the EMS program to move toward full-time faculty position.

During the 2003-04 year the College re-evaluated the LMT and EMS programs and plans to convert both full-time program administrator positions to full-time faculty positions for 04-05 (LMT conversion will begin in spring 2004). The intent is to strengthen the programs through faculty development opportunities and faculty governance structures. See below for full explanation.

The Engineering staffing is explained in Section B.

The College has three additional professional/technical programs that in 2004-05 will benefit from the commitment to place full-time staff at the helm of all professional/technical programs. They are Criminal Justice, Early Childhood Education (ECE/Education) and Health Information Technology (HIT). In addition, the College will increase the Wildland Fire Program coordinator's time from .5 in 2003-04 to at least .75 in 2004-05.

##### **B. Response/Results**

The goal for 2002-03 was to bring the appropriate staffing model to each program and to begin staffing changes in 2003-04 continuing into 2004-05 and beyond. Figure 4.1 summarizes the actions taken in 2003-04 and those being taken for 2004-05 in each of the programs.

**Figure 4.1: Full-Time Faculty/Administrators in all Programs (February, 2004)**

Program	Staff 03-04	Staff 04-05	Adjunct 04-05	Rationale
LMT	Full-time, 12 mo. Administrator; 1 adjunct	12 month faculty appointment	Yes: 1	[1]
Medical Assisting	Full-time, 11 mo. Administrator; 1 adjunct	Full-time, 11 mo administrator	Yes: 1	[2]
EMS	.6 administrator .4 faculty program coordinator; 1 adjunct	Full-time faculty, .4 faculty program coordinator	Yes: 1	[3]
Engineering	Full-time faculty	Full-time faculty	Yes: 1	[4]
Criminal Justice	Part-time faculty; coordination by regular faculty	Full-time faculty	No	[5]
Early Childhood Education	Part-time program administrator & adjunct	Full-time faculty	No	[5]
Health Information Technology	Full-time temporary faculty & adjunct	2 full-time faculty	No	[6]
Wildland Fire	.5 Administrator	.75 administrator	No	[7]

1) LMT has had a full-time program administrator since its inception. The College has assessed this program and believes it will be strengthened with a 12-month faculty position. The search for a full-time faculty member for the LMT is being conducted this spring with the expectation that the new person will be available to begin April 1, 2004. LMT utilizes an adjunct faculty who has been with the program for seven years.

2) In 2002 the College hired a full-time administrator to provide program coordination and supervision of clinical experiences and communication with the professional community for Medical Assisting. She also teaches the administrative piece of the curriculum based on her 15-year background in medical office administration. The College added an adjunct faculty (more than half-time) position for a professional who continues to work in Medical Assisting (the standard of the MA accrediting body) while providing a significant amount of teaching in the program. In the 2004-05 year, the College will assess this again to determine whether this position should also be converted to a full-time tenured faculty position.

3) In 2002-03 the faculty of the EMS program strongly recommended that COCC create a .6 temporary administrative position for 2003-04 to augment the faculty program coordinator who is a practicing specialist in Central Oregon. Together, these positions are equivalent to a full-time position in EMS. The added position provides continuity with current staffing and addition of personnel in the area of greatest need—program oversight, managing of student records and oversight of part-time faculty contracts and records. COCC then devised a long range plan for staffing in this area and concluded that a full-time faculty in this position will strengthen the connection of this program to the College and its resources. This recommendation is supported by the EMS accrediting body as well. This position will begin in fall 2004.

4) COCC's pre-engineering program for students consists entirely of physics courses, which are taught by a full-time doctoral faculty member. An adjunct position in physics is also continuing. Pedagogically, engineering is applications-oriented physics. All the engineering disciplines use physics as the foundational building block for their programs. Typical academic programs for both physicists and engineers have nearly complete overlap during the first two years. From a course instruction point of view a well trained physicist has the skills to teach both physics and engineering while it is an unusual engineer who has the breadth of background to teach physics.

From an advising perspective engineering programs are tightly defined and the variation from baccalaureate institution to institution is minimal. All Science faculty have been able to understand and communicate the academic expectations for the engineering students and provide them with solid guidance. The bulk of advising is handled by our physicist.

Finally, it has been possible over the years to find competent engineers in Bend who are interested in teaching part-time and learning to teach effectively. Our record of finding effective part-time physics teachers has been much less successful. Taken collectively these are the reasons why our Physics/Engineering Program is currently staffed with a doctoral physicist.

5) The College conducted a search for a tenure-track faculty member for Criminal Justice in 2001 and was unsuccessful in finding a qualified candidate. Since then, we have utilized one-year temporary instructors, adjuncts and part-time instructors for this growing program, under the direction of a full-time faculty member in Sociology and Criminology. A search, however, is currently underway to add a tenure-track faculty member for fall 2004.

Similarly, ECE has utilized half-time administrators for coordination and teaching similar to the LMT model described above. But a search is currently underway to add a tenure-track faculty member for fall 2004 for this growing program.

6) Health Information Technology historically had two full-time faculty members teaching and coordinating this program. During the last two years we have utilized one full-time temporary faculty member along with adjuncts to teach this program and re-organize it to maximize the options for students in terms of career paths. As a result, COCC is advertising to return to the two full-time faculty for fall 2004.

7) Wildland Fire will be adding a new certificate program within Natural Resources Technology for 2004-05. Paula Simone has been .5 administrator (10 month) for this program and will increase to at least .75 for fall 2004, and it is likely to be full-time by fall 2005.

### **C. Next Steps**

COCC continues to assess the appropriate model for staffing professional programs: the full-time program administrator model versus the full-time faculty coordinator model. At this point, the College prefers to transition the full-time program administrators to full-time faculty because there are many more opportunities for professional development and shared governance under this model. We will continue to evaluate each of these programs in which we have majors in terms of the availability of professional staff for the program, the specific accreditation requirements of the fields and the stage of development of the programs. We expect to assess Medical Assisting in this manner during 2004-05 in order to determine whether to continue with the program administrator model or move to the full-time faculty coordinator approach. The plan is to continue to improve program stability and coherence through the coordination of a full-time faculty or administrator for all programs.

## V. ASSESSMENT

**General Recommendation:** The Committee recommends that the institution measure the effectiveness of its educational programs and their impact on students and makes improvements as identified through this evaluation process. While progress is evident with respect to identification of student outcomes, there is no evidence of a comprehensive institutional assessment plan (Policy 2.2).

### A. 1. Introduction and Analysis

In this section, we will respond to the need for an instructional assessment plan as noted in the recommendation, specifically as it relates to Section II of the Accreditation Handbook on Instructional Assessment. (See our response to Institutional Assessment in Section I of this report.)

In 2002, many programs and departments were not yet involved in genuine assessment activities beyond the individual course level. With faculty layoffs anticipated for the 2002-2003 academic year came an increasing fear that assessment efforts would lead to continued layoffs and discontinued programs. Additionally, many faculty members were concerned that assessment would be an additional work burden. We determined that resistance to assessment needed to be addressed before meaningful assessment could occur.

The College was determined to adopt assessment into our ongoing planning and operation rather than simply to provide a one-time assessment report for our visitor, so we were sensitive to staff resistance. The faculty and administrative assessment leadership groups decided to begin anew by arranging for training in the value of and approaches to assessment; establishing institutional support and tools for assessment; and appealing to staff curiosity—that is, inviting faculty to pursue their own questions about the impact of their courses and programs. Our ultimate goal is to create a “learning college”—one where assessment is an ongoing part of what we do rather than an additional chore, and we believed we could best achieve that goal by beginning with a distributed model of assessment.

### 2. Instructional Planning

Instructional assessment is now occurring at a variety of levels at the College. We have begun to assess the impact of degree requirements, program curricula and instructional approaches, and the attainment of course outcomes. A variety of strategies have been implemented not only to create a general culture of assessment but also to ensure that key assessment activities are taking place at each level. The goals of COCC Instructional Assessment are to:

1. Improve teaching and learning.
2. Provide vehicles for curricular review and revision within and across departments.
3. Build foundations for data-driven decision-making to improve programs and curriculum.
4. Move from articulation of learner outcomes to assessment of student success.

In 2002-2003, the Collegewide Success Outcomes (Figure 5.1) were developed to focus on student success as the prime goal for all college programs and operations.

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**Figure 5.1: Collegewide Success Outcomes**

#### **COLLEGEWIDE SUCCESS OUTCOMES**

1. Completers will secure or advance employment.

Students completing their education at COCC – this may be completing one class, a series of classes or a certificate or degree program, depending on the student – will be able to secure or advance employment in their chosen field.

**2. Transfer students will succeed in transferring and in meeting their goals at the next level.**

Students attending COCC – whether for a term or earning a degree – with the intent of transferring to a four-year higher education institution will be able to succeed in the prerequisite education and receive the support services necessary to succeed in transferring and in achieving their goals once they transfer.

**3. Students will make satisfactory progress toward their educational goal(s).**

All students attending COCC will be able to progress toward their educational goals – this may be completing one class, a series of classes or a certificate or degree program, depending on the student.

**4. Student success is supported by program requirements and College opportunities.**

Students attending COCC will be successful in achieving their educational goals because the College provides appropriate program requirements and comprehensive College opportunities.

**5. Participants in Continuing Education (community, business and professional education) will achieve their educational or employment goals.**

Businesses and Community members participating in Continuing Education classes will be able to achieve their intended goals.

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Familiarity with the tools of assessment and this shift to foregrounding student success as an evaluative measure is necessary ground for creating a meaningful assessment plan. The currently proposed Instructional Assessment Plan has all levels and departments working on assessment projects with these outcomes in mind.

The proposed Plan, now in discussion by a task force of Chairmoot (our council of instructional department chairs), is in draft stage and is modeled on our successful professional improvement planning process. Programs (one-third) would be reviewed on a staggered three to four year cycle, so that 10 to 15 programs are under review each year. (In this context, “program” refers to the listings on the Strategic Planning Indicators document, see Figure 5.2, pp.33-34.) Program review would include continual review of program impact on student success resulting in a three to four year plan for continued progress, including needed resources (staffing, equipment, facilities) and desirable curricular pedagogical adjustments. Such program assessment will consider the following to develop a plan for program improvement in the next three to four years:

- Collegewide Success Outcomes (Figure 5.1)
- Strategic Planning Criteria (FTE, cost, FT/PT ratio—See Figure 5.2)
- Enrollment vs. Capacity Issues (facilities, equipment)
- Curricular Assessment (program and course levels)

Program Review Teams would be composed for each program, to include the chair, one or two faculty members, a non-department faculty member, and a dean. Departments would involve advisory committee members as appropriate. Program Review Teams would summarize data goals and resulting plans for continued improvement to an Instructional Assessment Team (made up of the Vice President for

Instruction and three senior faculty members). The Instructional Assessment Team would assess the plan and provide direction for moving the plan forward within the governance structure.

In addition to continued development of our proposed Instructional Assessment Plan (to be beta-tested during the 2004-2005 academic year), ongoing goals are to:

- Engage the campus governance system in ongoing assessment
- Pull the various levels (institution, degree, program and course) together by focusing on student success outcomes and core and degree outcomes
- Use assessment in budget and program planning

The next section identifies how assessment is working at five levels connected to instruction: Strategic Planning Indicators, Core Learning Outcomes, Degree Outcomes (Sequences), programs and individual courses.

## **B. Responses and Results**

### **1. Strategic Planning Criteria. Level: Across Instruction**

Since January 2003, the College has been engaged in an extended effort to expand data development and to improve the process within a comprehensive approach to assessment. The additional data will aid in decision-making about how we deploy scarce fiscal resources. Since faculty positions are our most critical resource, we began here. Chairs have traditionally prioritized the positions requested by departments in a given year. However, chairs did not work from a common set of criteria and a common body of data in setting these priorities.

The Strategic Planning Group (SPUG), a taskforce of Chairmoot, began working in January 2003 to identify key indicators to aid Chairmoot in prioritizing new positions for the 2004-05 academic year. By June 2003, the list of indicators was presented and accepted. The effort to produce the data consumed the next 4 months. In the process, we learned where we needed to make structural changes (budget accounts, certain Banner practices—Banner is our student information software program, that has an internal software component for high volume users, and a web version for faculty and staff use) to more efficiently produce the data to measure program effectiveness, and we learned that reality often varies dramatically from assumptions. That is, assumptions about the distribution of resources, for example, were overturned as data has developed.

During and after that process, Chairmoot reviewed the indicators and made suggestions for changes in the process for the next round (fall 2004). Chairs found the process of requesting positions had become more streamlined yet the process of adjudicating among them remained complex: Each participant needs to interpret the data. Chairs also noted the imbalance between available fiscal data and the currently-in-development but limited student success data.

*Closing the Loop:* On the basis of this data, 20 positions were prioritized and 15 of these positions, an unprecedented number, were approved by the President for recruitment, an outcome at least partly due to the clarity and force of the data. Although subject to ongoing revision, these indicators are now the foundation for strategic planning for deployment of resources in instruction in the future. Thus the immediate result was the significant budget impact for 2004-05; a longer term impact will be the development of the strategies and data architecture for drafting of the next academic plan. Finally, this process provides data and assumptions (i.e., program size) for a broad range of planning strategies. See Figures 5.3 and 5.4 (pp. 35-36) for Faculty Position Request documents.

**Figure 5.2: Strategic Planning Indicators**

Strategic Planning Indicators - Credit									
I - Broad Categories									
Status 2002 - 03									
	1	2	3	4	5	6			
	Credit FTE	Cost/FTE	Headcount FT/PT Faculty Ratio	Teaching Load Units FT/PT Faculty Ratio	Program Mix	# Degrees or Certificates Awarded	Transfer Rates	Employment Rates	Other
<b>College Wide</b>	4073.48	5032	27.4%/72.6%	58.0%/42.0%	100%	394			
<b>Prof Tech</b>	987.55	9170		40%/60%	25.1%	259 (+2)			
<b>Transfer</b>	2202.71	5363		63%/37%	54.1%	133			
<b>Developmental</b>	363.93	3925		44%/56%	15.3%				
II - By Program or Department									
Status 2002 - 03									
List By Department/Program	FTE	Cost/FTE	Headcount FT/PT Faculty Ratio (%)	Teaching Load Units FT/PT Faculty Ratio	Program Mix (T PT D)%	# Degrees or certificates awarded	Transfer Rates	Employment Rates	Other
ALLIED HEALTH	10.95	\$574	25%/75%	17%/83%	8.1/91.9/0				
Dietary Management	0.74	\$9,714	100%/0%		0/100/0				
Nutrition	14.27	\$504	100%/0%		0/100/0				
Dental Assisting	31.85	\$3,841	25%/75%		0/100/0	21			
Emergency Medical Services	61.22	\$2,550	0/100		0/100/0	19			
Health Information Tech	44.09	\$3,067	25%/75%		0/100/0	8			
Massage	42.57	\$4,231	0%/100%		0/100/0	13			
Medical Assisting	17.54	\$3,717	25%/75%		0/100/0	16			
Medical Transcriptionist						6			
NURSING	124.61	\$3,737	56%/44%	67%/33%	0/100/0	67			
HUMANITIES - Office				55%/45%					
Foreign Languages	100.67	\$2,244	25%/75%		100/0/0				
Humanities/Film	28.04	\$2,790	100%/0%		100/0/0				
Journalism	9.38	\$1,390	0%/100%		100/0/0				
Literature	41.13	\$1,536	100%/0%		100/0/0				
Reading	22.15	\$2,944	67%/33%		24.4/0/75.6				
Writing	223.86	\$3,320	51%/49%		75.3/0/24.7				
Philosophy	21.57	\$1,814	0%/100		100/0/0				
Speech	61.52	\$2,979	60%/40%		100/0/0				
FINE ARTS - Office				54%/46%					
Art	116.13	\$2,437	15%/85%		100/0/0				
Dance	6.98	\$2,250	0%/100%		100/0/0				
Theater Arts	17.35	\$7,253	50%/50%		100/0/0				
Music	99.54	\$2,829	30%/70%		100/0/0				
BUSINESS - Office				41%/59%					
Business Administration	121.69	\$3,667	29%/69%		83.2/16.8/0	13			
Hospitality, Tourism, & R	0.97	\$12,779	0%/100%		0/100/0				
Cascade Culinary	36.50	\$1,487	15%/85%		0/100/0	3			
Office Administration	7.80	\$3,324	8%/92%		32.2/67.8/0	2			
PIONEER - Office									
CIS	190.61	\$3,542	25%/75%	63%/37%	54.2/45.8/0	23			
Mathematics	399.09	\$2,178	47%/53%	59%/41%	34.1/0/65.9				
NATURAL RESOURCE DEPT. - Office				57%/43%	0/100/0				
Automotive/Diesel	52.10	\$3,260	22%/78%		0/100/0	6			
Drafting/CADD	35.80	\$5,077	45%/55%		0/100/0	4			
Electronics Appls.	5.51	\$4,723	0%/100%		0/100/0				
Forest Res. Tech/Forestry	67.62	\$3,606	43%/57%		0/100/0	9			
Geographic Information S	22.24	\$7,754	33%/67%		0/100/0	8			
Structural Fire	28.27	\$1,535	0%/100%		0/100/0	9			
Wildland Fire	10.08	\$4,227	0%/100%		0/100/0	1			

List By Department/Program	FTE	Cost/FTE	Headcount FT/PT Faculty Ratio (%)	Teaching Load Units FT/PT Faculty Ratio	Program Mix (T PT D)%	Student Success			
						# Degrees or certificates awarded	Transfer Rates	Employment Rates	Other
HHP-Office				46%/53%					
HHP: Activity	176.00	\$1,618	10%/90%		100/0/0				
HHP: Exercise Science	9.26	\$1,663	67%/33%		100/0/0				
HHP: Health Classes	96.29	\$2,239	75%/25%		100/0/0				
HHP: Recreation Leadership	10.42	\$1,478	33%/67%		100/0/0				
MATC - Redmond									
Apprenticeship	34.10		10%/90%	1%/99%	0/99.4/0	2			
Manufacturing	31.82		40%/60%		0/100/0	4			
Landscape/Turfgrass Mgmt					0/100/0	5			
SCIENCE - Office				78%/22%					
Biology	220.60	\$2,273	67%/33%		57.7/12.3/0				
Chemistry	57.32	\$2,951	100%/0%		100/0/0				
Engineering & Engr. Tech	7.76	\$7,938	33%/67%		100/0/0				
Physics	30.68	\$2,008	50%/50%		100/0/0				
General Science	37.80	\$1,339	50%/50%		100/0/0				
Geology	12.62	\$5,192	50%/50%		100/0/0				
SOCIAL SCIENCE - Office		\$2,155							
Addiction Studies				67%/33%		7			
Anthropology	30.82	\$1,638	100%/0%		100/0/0				
Criminal Justice	47.82	\$1,578	13%/87%		100/0/0	12			
Early Childhood Education	11.74	\$4,223	0%/100%		100/0/0	1			
Economics	28.92	\$2,846	100%/0%		100/0/0				
Education	6.05	\$2,064	0%/100%		100/0/0				
Geography	27.89	\$2,493	43%/57%		99.6/0.4/0				
History	62.87	\$2,647	50%/50%		100/0/0				
Human Development (42.69)			20%/80%	42%/58%	71.0/29.0/0				
Political Science	5.47	\$2,229	0%/100%		100/0/0				
Psychology	83.10	\$2,068	33%/67%		100/0/0				
Sociology	38.21	\$1,272	50%/50%		100/0/0				
LIBRARY SKILLS	29.93	\$2,385			100/0/0				
SUMMER SESSION	211.70	\$1,247							
<b>NOTES</b>									
1. Column 1: FTE taken from 4th week reports by TOPS codes (subject areas).									
2. Column 2: Cost/FTE; Lisa Bloyer looked at FTE within TOPS codes (example, writing) and at ACTI (prof tech, developmental, LDC) codes to calculate the % of writing that was LDC or lower division. If 75% of writing was LDC (by ACTI code), then 75% of direct dept cost (General fund/Writing was allocated as LCD. A percentage of "overhead costs" was then added to direct costs. (Overhead was calculated as all depts of the college that don't teach).									
3. Column 2: Cost/FTE per program was derived by Betty McKee by dividing cost centes by FTE (using 4th week reports). Since the office cost is usually in a separate center, and departments differ in which costs are carried in that center, the dept. cost was then allocated across programs in the dept based on the % of sections that program ran. Since Social Science is completely aggregated, we'll need Patricia's help to determine a method to compare cost/fte among the social science programs.									
4. Column 4: Teaching Load Units FT/PT ratio: calculations by program done by Bruce McClelland, using end-of-term banner reports provided for this purpose by IT. Load unit ratios also calculated by Bruce using these documents.									
Column 5: Program Mix/ Brynn Pierce computed this based on FTE in CRNS categorized by ACTI codes.									
Column 6: Graduation rates include both degree and certificates awarded, and were provided by Brynn Pierce. See multi-year summary attached.									
Strategic Planning Indicators revised 10/24/03									

[The "other" column is used by individual programs to develop criteria critical to the review of that program along with additional ways to measure student success. It is our belief that some of these additional measures of program and students success may become instruction wide measures.]

**Figure 5.3**

**FACULTY POSITION REQUESTS  
FOR 2004-05**

Department: \_\_\_\_\_

Position Requested: \_\_\_\_\_

Status:   \_\_\_   Convert Full Time Temporary  
          \_\_\_   Fill Vacant Tenure Track  
          \_\_\_   New Tenure Track  
          \_\_\_   Add Full Time Temporary

Impact on Program FTE

Projected Program Cost/FTE

Projected Impact on Full Time/Part Time Teaching Ratio

Projected Impact on Program Mix

Projected Impact on Student Success

New Curricular Direction

Other

New Faculty Position Request Form 03-04.doc

**Figure 5.4: Faculty Position Requests**

**FACULTY POSITION REQUESTS FOR 2004-05**

Positions listed in order of Chairmoot priority. 11-25-03

DEPARTMENT	TYPE OF POSITION	% FTE CHANGE	COST CHANGE	NEW COST/FTE	CHANGE IN COST/FTE
Science/AH-Human Bio.	Convert Full Time Temporary	no change	Sci/AH used different calculation to create new Cost/FTE	SCI - \$1,500.00 AH - \$750.00	decrease based on different calculations
Health Info. Tech.-1	Convert Full Time Temporary, classes are also enlarged	unknown increase, currently 44.09	no change	unknown decrease in Cost/FTE from \$3,067	unknown decrease
Computer & Info. Sys.	Convert Full Time Temporary	no change	no change	\$3,542.00	no change
Nursing	Convert Full Time Temporary	no change	no change	\$3,737.00	no change
Business	Convert Full Time Temporary (Fill Vacant Tenure Track)	no change	no change	\$3,667.00	no change
Music - Choral	Convert Full Time Temporary	no change	no change	\$2,829.00	no change
Emergency Med. Serv.	Replaces 27% PT and all admin.	no change	\$24,150 increase	\$2,945.00	\$395.00 increase
Math	New	30.196 FTE increase 7.57% increase	\$64,644 increase	\$2,175.47	\$2.53 decrease
Psychology	New	31.015 FTE increase 37.3% increase	\$64,825 increase	\$2,074	\$6.00 increase
Health Info. Tech.-2	New replaces 80% PT and classes are enlarged	15.2% increase in FTE in combination with current larger classes	\$34,217 increase	\$3,334.00	\$267.00 increase
Criminal Justice	New (replaces 50% PT and adds new sections)	7.082 increase in FTE (15% increase)	\$30,805 increase	\$1,935.00	\$357.00 increase
Spanish	New	23.529 FTE increase 23.4% increase	\$64,446 increase	\$2,338.00	\$94.00 increase
Sociology	New	31.594 FTE increase 82.7% increase	\$64,348 increase	\$1,618.00	\$346.00 increase
Early Childhood Ed.	New (replaces all PT & increases FTE)	11.828 increase in FTE (100.7% increase)	\$36,880 increase	\$3,669.00	\$554.00 decrease

Health & Human Perf.	New (50% of position replaces PT/adjuncts)	18.4 FTE increase for all HHP; 6.3% FTE increase for all HHP	increased cost depends on # of part timers replaced	Rec-Lead-\$2,541; HHP Dept. Cost/FTE decreased to \$1,917	
Dental Assisting	New (replaces all PT/adjuncts)	no change	\$30,897 increase	\$4,811.00	\$970.00 increase
History	New (replaces all PT and adds new sections)	4.38 FTE increase 7% increase	\$46,782	\$3,170.00	\$523.00 increase
Philosophy/Writing	Replaces all PT in Philosophy Adds 5 new sections of WR	Philosophy-no change Writing 7.647 FTE increase, 3.4% increase	PHL \$609 increase WR \$25,558 increase	PHL \$1,842.00 WR \$3,321.20	PHL \$28.00 increase WR \$1.20 increase
Art - Visual	New (replaces 27% PT/adjuncts)	Either no increase (if no new sections) or up to 17.647 new FTE (11.1% increase)	\$36,954 increase	\$2,480.00	\$43.00 increase
Geography	New	28.286 increase in FTE (101.4% increase)	\$63,790 increase	\$2,373.00	\$180.00 decrease

New Fac position requests 04-05.xls

## 2. Core Learning Outcomes. Level: Across Instruction

In order to facilitate broad curricular analysis and to align with statewide efforts to define core outcomes for all of the state higher education, during Winter 2004 the Faculty Assessment Team (or FAT, comprised of Cora Agatucci, Stacey Donohue and Jim Kress) drafted a sample list of Core Learning Outcomes to bring to the Academic Affairs Committee to begin a discussion on what Core Learning Outcomes are, and how we articulate COCC's outcomes. The FAT Team began initial research about Core Learning Outcomes on other campuses (see <http://web.cocc.edu/fat/coreoutcomes/index.html>) to help initiate campus-wide discussions. Internally, we have adopted the aim of mapping our core learning outcomes and deepening our skills and immersion in outcomes-based assessment. Externally, our aim is to facilitate effort to look beyond individual courses and credits to course outcomes as we revise curricula and as we articulate with our various K-Higher Education partners. See the timeline for establishing core learning outcomes in Figure 5.5 below. (Also see <http://web.cocc.edu/fat/coreoutcomes/index.html>.)

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### **Figure 5.5: Degree/Core Learning Outcomes Timeline:**

*[This memo from the VPI to AA and Chairmoot has inaugurated the process.]*

The next step in the College's movement toward outcome-based instruction is to articulate our core outcomes: what is it that all recipients of our associate degrees are expected to know and be able to do? What knowledge and skills do we as an institution hold that our graduates need regardless of their professional or academic goals?

The challenge will be to identify Core Learning Outcomes that inform instruction across the curriculum. That is, the task is different that to simply list the outcomes for specific courses which satisfy basic skills and general education requirements. See the FAT web site <http://web.cocc.edu/fat/coreoutcomes/index.html> for information on variety of approaches to this task at other colleges.

The Faculty Assessment Team is charged with beginning this important conversation for us. The following timeline should insure that the entire faculty is involved in this process.

1. Winter 2004: FAT members meet with AA to propose that FAT will develop an initial draft of core outcomes through a series of conversations with faculty and will bring that draft back to AA
  - a. Open meetings with faculty
  - b. Meet with Chairmoot
  - c. Meet with requesting departments
2. Early Spring 2004: Draft of Core Learning Outcomes referred to AA for discussion and approval as a guiding draft for further review and development.
3. Fall 2004: Training and Tools for mapping of draft outcomes. That is, we would work with the draft outcomes and an initial matrix (example, where is this skill introduced? Developed? Mastered?). This process of mapping would enable us to see which of the outcomes are sufficiently covered and which are not, and to continue to revise and refine the outcomes themselves.
4. Throughout 2004-05: the proposed focus effort is the mapping of the DRAFT core outcomes, with these goals:
  - a. Refine our articulation of Core Learning Outcomes

- b. Strengthen the general education curriculum
  - c. Improve sequencing of study (includes prerequisites)
  - d. Strengthen interdisciplinary connections and collaboration
  - e. Prepare the ground for imbedded assessment of some key outcomes
5. Fall 2005: Collegewide review and revision of a draft of core outcomes with adoption of COCC Core Learning Outcomes.
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### **3. Sequences. Level: Degree Outcomes**

The Associate of Arts/Oregon Transfer degree (AAOT) is a statewide degree in which minimum credits must be met, but can be exceeded. COCC has exceeded the minimum for 20 years, especially the requirement for sequences in the humanities, lab sciences, and social sciences. Because the irregularities in AAOT requirements can cause transfer difficulties for students, we have begun to review this requirement, and we are relying on assessment to help with what has been an unsatisfying review process in previous attempts. Academic Affairs has been creating a timeline during which our institution will address the effectiveness of the sequential courses specifically and the AAOT generally. Departments with sequential courses still in place for 2004-2005 academic year will probably be asked to investigate the effectiveness of requiring these sequences for students. Particular assessment questions to be asked will be developed later this year according to the proposed timeline (Figure 5.6).

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#### **Figure 5.6: Proposed Timeline for Sequence Assessment**

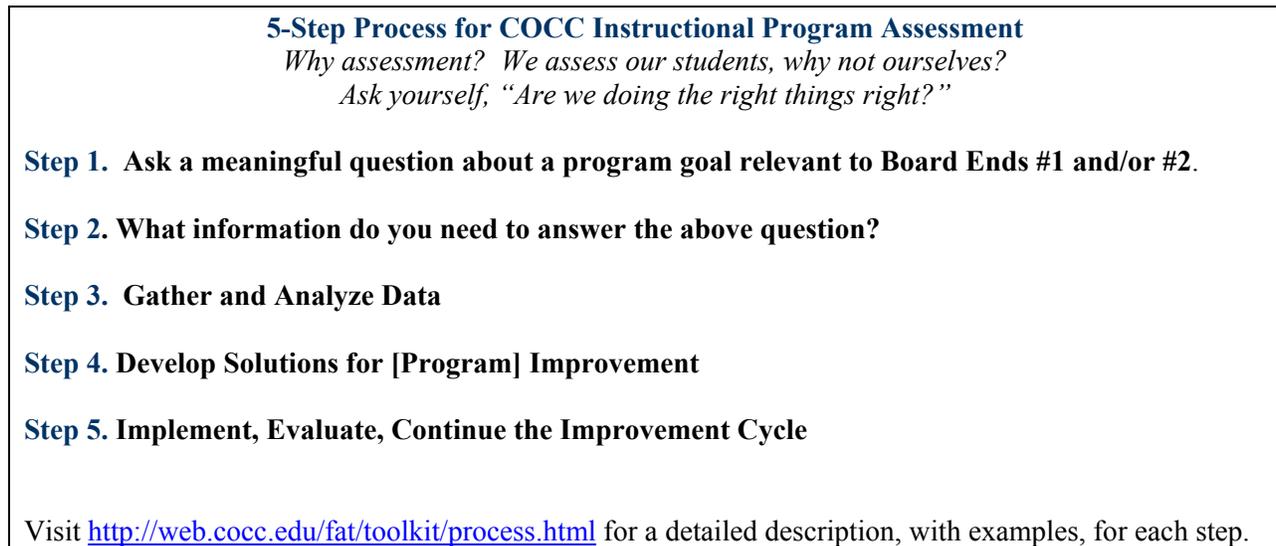
*The following timeline has been proposed by a task-force working within AA.*

- January 15, 2004: Analysis of various Banner fields of students who have taken sequence classes. (Banner is our student information software program that has an internal software component for high volume users, and a web version for faculty and staff use.)
  - March 2004: Completion of web based student survey on factors in completing AAOT; Completion of faculty/department survey on value of sequences.
  - May 2004: Analysis of accumulated data and design of assessment questions for sequences.
  - September 2004-June 2005: First year of assessment of sequence classes.
- 
- 

### **4. Department Assessment Projects. Level: Program Assessment**

Our instructional assessment activities really began here, with the aim of putting the tools of assessment in the hands of all departments. Again, to overcome resistance, we strived to help faculty see the difference between wide-scale self study and ongoing program assessment targeted to particular student outcomes. The Faculty Assessment Team (FAT Team) was named in August 2002 for the following purposes: to create a model for assessment; to provide support to departments and programs in their work on instructional program assessment plans; and to work with the Assessment Planning Team, Academic Affairs Committee, and instructional departments and programs in creating and implementing strategic Institutional Assessment Plans to guide Instructional Program Assessment. Faculty serving as team members received one course release. Members of the team included faculty from various programs: Humanities, Automotive, Science, Business, and GIS. The team created a five-step process for assessment at COCC (see Figure 5.7).

Figure 5.7



A more detailed timeline of their progress toward the goal of engaging all departments in program-level assessment activity follows (Figure 5.8).

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**Figure 5.8: Program Assessment Timeline**

**FALL 2002:** The FAT team met weekly with the VPI to create a plan and draw together initial resources to promote genuine assessment at the program/department level. The team engaged in the following steps:

- Identification of resources. The aim was to sample the vast online resources dealing with instructional assessment to compile a focused list (and a web page) of use to faculty members who would participate in the creation of department assessment projects. (By the end of Fall 2002, an online “Tool Kit” was published for use by departments. Please visit: <http://web.cocc.edu/fat/toolkit/index.html>)
- Review of projects from other institutions (comparables) to gain a sense of what might be accomplished and what we wished to accomplish: <http://web.cocc.edu/fat/links/highered.html>
- Creation of COCC Instructional Assessment Glossary and other tools: <http://web.cocc.edu/fat/toolkit/glossary.html>
- Focus on assessment tools, as used at other institutions and as available at COCC.
- Coordination with Assessment Planning Team (institutional assessment); current members are Matt McCoy, Ron Paradis, Kathy Walsh, Brynn Pierce, Sara Paulson, Alicia Moore, and Jim Kress (the Faculty Assessment Team liaison).
- Creation of a 5-Step Process and timeline model and Department/Program Assessment Project form template, based on the 5-step model (see Figure 5.7 above) for department assessment plans. The turning point for the team in creating this model was getting clear on the difference between a data question (answered with a number) and a meaningful assessment question (to be analyzed and evaluated in light of multiple measurements, including an array of qualitative and quantitative data).

- Plans for a Program for Excellence in Assessment grant program were developed to stimulate and support implementation of instructional assessment projects.
- Online versions of key templates (Department Assessment Projects and Data Request forms) were created: <http://web.cocc.edu/fat/toolkit/deptapform.html>
- The team launched the 5-step model and introduced the supporting materials, also available online, by the end of fall term, at a November 1 College Hour and a December 3 meeting for department chairs and faculty participants.

**WINTER 2003: FAT team members were paired up with academic departments to introduce the assessment project model and resources and to help the departments turn their interests into genuine program assessment projects.**

- Each department/program was assigned two FAT team members, who began meeting with individual departments/programs to introduce COCC's new instructional assessment initiatives, the 5-step process and timeline, and resources; to stimulate development of department/program assessment projects; and to consult on assessment questions and projects.
- Coordinated with newly launched Strategic Planning Team, a task force of Chairmoot, and continued to coordinate with Assessment Planning Team.
- Launched Program for Excellence in Assessment (PEA), supported by an initial \$8,000 allocation, to sponsor small grants to support implementation of department/program assessment projects; formed the PEA Grant Selection Committee (Brynn Pierce, Cora Agatucci, Patricia O'Neill and Celeste Brody) and announced a general call for PEA Grant proposals to all instructional departments and programs for the first round of grant projects to be implemented in Summer 2003: <http://web.cocc.edu/fat/toolkit/PEA.html>

**SPRING 2003: FAT Team meetings recommenced, with focus on reviewing and developing draft plans, publishing and promoting promising draft of assessment projects.**

- FAT team encouraged department partners to produce PEA applications.
- PEA grant applications for Summer 2003 were reviewed and four PEA projects were approved for funding by the PEA Selection Committee (See Figure 1.11 on pp.16-17 for the PEA Grant Application). Successful Summer 2003 PEA Grant proposals are available for review online: See Dept/Program Assessment & PEA Projects index: <http://web.cocc.edu/fat/deptAP/index.html>
- Meetings with institutional researcher, Brynn Pierce, and Banner specialist (Sara Paulson) to determine what data sources were available.
- Orientation of newer faculty to assessment, May 2003.
- Meeting with those selected for Summer 2003 PEA grants to identify resources for their work. Materials on creating effective surveys were produced and distributed. See also <http://web.cocc.edu/fat/toolkit/index.html>
- By the end of Spring 2003, 60% of departments had a department/program assessment plan draft. See Dept/Program Assessment & PEA Projects index: <http://web.cocc.edu/fat/deptAP/index.html>
- Administered Faculty Assessment Survey (see Figure 5.9, pp.42-44): the responses show some familiarity with outcomes and a readiness to move to the next level (seeking training for outcomes assessment). At the same time, only 39 faculty members (out of 90 at the time) responded. Although the timing of the survey (at the end of spring term) was a factor, we assumed that those not responding have some combination of no interest and no awareness.

**SUMMER 2003:**

- PEA projects funded in Summer 2003 to facilitate action from early adopters (see Figure 5.10, pp. 44-48); see also Dept/Program Assessment & PEA Projects index: <http://web.cocc.edu/fat/deptAP/index.html>.

### **FALL 2003:**

- Grant recipients' reports on Summer 2003 PEA Grant activities were submitted and recipients met with FAT Team to evaluate the PEA grant program and solve problems encountered especially with accessing and analyzing Banner-based data; as a result, additional staff resource in Student Services was diverted to assist faculty and staff with data mining.
- Assessment of Summer PEA efforts led to October 2003 initiatives to expand or reorganize staffing for institutional/instructional research, data warehousing and alumni inventories.
- FAT Team spearheaded initiatives with Chairmoot and Academic Affairs to integrate assessment-based criteria into the process of instructional decision-making: i.e. Chairmoot's fall 2003 recommendations for new faculty positions, and Academic Affairs' current deliberations for changes in associates degree and related course requirements (AAOT "Depth"/A-list sequence requirement and Banner-enforced mandatory course co-/pre-requisites).
- FAT Team conducted initial discussions on defining a set of collegewide core outcomes to measure the effectiveness of our four associates degrees, and began reviewing comparable core outcomes established by other colleges within and outside Oregon: resources have been collected online: see <http://web.cocc.edu/fat/coreoutcomes/index.html> and see pp.37-38, Figure 5.5, of this response for a timeline of activities related to Core Outcomes.
- Faculty Assessment Training Opportunities offered (see Figure 5.13, pp.51-52).
- Two faculty members attended the 2003 Assessment Institute in Indianapolis, Nov. 2-4, 2003.
- Mid-Fall 2003 FAT Team inventory revealed that 100% of instructional departments/programs had either launched Assessment Projects or had apprised the FAT Team of assessment project plans in development. See Dept/Program Assessment & PEA Projects index: <http://web.cocc.edu/fat/deptAP/index.html>
- A second round of winter break PEA grant opportunities and call for proposals were announced, and two December 2003 grant projects were approved for funding. See Dept/Program Assessment & PEA Projects index: <http://web.cocc.edu/fat/deptAP/index.html>.

### **WINTER 2004:**

- The FAT Team finalized an assessment project progress report form for use by departments and PEA grant recipients to record activities accomplished on major goals. FAT Team liaisons conducted individual meetings with faculty and staff, participants or representatives of Department/Program Assessment Projects and project plans under development. Progress reports are available in the Office of the Vice President for Instruction, Metolius 202 (see Figure 5.11 on p. 49 for a model progress report).
- After continued discussion of core outcomes, review of comparable outcomes determined by other colleges, and development of a collegewide participatory process for determining these core outcomes, the FAT team chair and the Vice President for Instruction requested that FAT Team members present this item on the Academic Affairs agenda at the end of winter term 2004. See <http://web.cocc.edu/fat/coreoutcomes/index.html>
- Members of the Assessment Planning Team presented an overview of assessment activities at COCC at the League for Innovation in Community Colleges conference, "Innovations 2004," Feb. 29-March 3, 2004 in San Francisco.
- The FAT team will begin planning training events for spring 2004, particularly in the use of surveys and Excel, for faculty and staff involved in assessment activities.

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*Closing the Loop:* Beginning fall 2003, the FAT team was streamlined to two faculty members, each receiving one course release to support their instructional assessment work in 2003-04. This approach was taken since the FAT team's purpose was to now provide hands-on guidance to departments and faculty

who wanted to begin an assessment project or were continuing to work on a project. Each department has been assigned to a FAT team member as their assessment liaison.

A few assessment projects have come to conclusion, including an analysis of the ASSET placement score for writing and reading: The goal of the project is to improve student success in WR 121 by checking current ASSET placement against performance, and then adjusting the required score in Writing and/or Reading to create a more accurate predictor of success. The coordinators concluded that a combined reading and writing asset score was more indicative of success than a single writing score. The Composition and Curriculum Committees discussed the results of the project and proposed waiting for two other related assessment projects to be completed before reevaluating the recommendation.

Some departments, however, are still developing proposed assessment projects: Nursing, Science and Natural Resources faculty have begun discussions with their FAT team liaison, and are in the process of drafting assessment project proposals; and Fine Arts, having met with the liaison, has decided to refocus its proposal.

In an effort to improve the staff's ability to collect and analyze data, it is recommended by the FAT team that all future grant recipients be required to attend training in data collection, survey development, use of Excel, and data analysis.

The steady rise in assessment projects (both at the department and course level) indicates that the culture of assessment is increasing rather than diminishing as more faculty get involved in the process of assessing our programs. However, the perception that assessment is an additional work requirement still exists. The institution will continue to work on this cultural shift where faculty and staff see assessment as a regular component of improving educational delivery and improved student performance. See Figure 5.10, pp.44-48, for a current list of department and program assessment projects.

**Figure 5.9: Faculty Assessment Survey Summary, June 2003**

**39 faculty responded**

Part-time (13)                      Adjunct (2)                      Full-time (22)                      Unknown (2)

Departments: Math (2) HHP (1) Automotive (1) Fine Arts (2) Science (3) HIT (1)  
Nursing (2) Social Science (9) Humanities (11) Business (4) CIS (2) Unknown (1)

1. Do you have outcomes for all of your courses?

All (34)                      None                      Some (5)                      Other

- **Yes – (Thanks to Bruce McClelland)**
- **All the courses I personally teach have outcomes.**
- **Outcomes that pass curriculum committee approval are well done. Outcomes that needn't go through Curriculum Comm. are all over the board.**
- **Writing courses**

2. Do you include these outcomes on the course syllabus?

All (28)                      None (2)                      Some (7)                      Other                      Unknown (2)

➤ **Yes**

➤ **Writing courses**

3. Does assessment of each outcome impact course grading?

All **(25)**                      None **(1)**                      Some **(13)**                      Other

➤ **Yes – on exams**

➤ **Writing courses**

➤ **Students are told that they must reflect progress in major outcomes to pass the course.**

➤ **Yes**

4. Do you design assignments around specific outcomes?

All **(16)**                      None **(2)**                      Some **(17)**                      Other **(4-most)**

➤ **Not yet, somewhat**

➤ **Or tests or activities**

➤ **Yes many**

➤ **Yes; I also design some additional assignments which are tailored to diagnostic/class needs.**

**Writing courses**

➤ **Yes**

5. Are the outcomes for your courses linked to program or department outcomes?

All **(17)**                      None **(1)**                      Some **(16)**                      Other **(5)**

➤ **I don't know**

➤ **Mostly**

➤ **Actually most**

➤ **No consensus with experienced faculty & new faculty on program goals or with FT & PT faculty agreement. PT should just follow what FT set. Not argue.**

➤ **Lacking Program and department outcomes, so...no**

6. In what area(s) would you like more information and/or training?

1. articulating outcomes **(6)**
2. outcome-based assignment design **(12)**
3. assessing outcomes **(17)**
4. program assessment **(9)**

5. other (please explain) (4)
- Workshops on how to fight the rationalization of human learning.
  - Scoring guides for writing assignments.
  - Developing scoring guides for writing assignments.
  - A report back on outcomes/competencies.
7. Which of the following COCC assessment resources have you used:
1. Assessment project folder (Staff Commlines) (10)
  2. FAT Toolkit (on line) (7)
  3. Course outcomes folder (Chairmoot folder) (11)
  4. Assessment materials on reserve, Library (1)
- So far, I have used none of these. I was hired 2 weeks before I started to teach, and I used the materials prepared by my able and organized predecessor. I see that he had done much of this, and I appreciate the opportunity it has afforded me to witness how all of these items fit together.
  - None
  - All
  - I wasn't aware of the resources.
  - None at this time – inherited current course

**Figure 5.10: INVENTORY: INSTRUCTIONAL PROGRAM & DEPARTMENT ASSESSMENT PROJECTS 2003-2004<sup>[1]</sup>**

LEVEL: Associates Degree Programs	Participants	Question	PEA Grant	Relevance to Success Outcomes	Stage of Completion	Completion Date	Actions Taken
Core Learning Outcomes for all 4 COCC Associates Degrees	FAT Team, Academic Affairs, Chairmoot, All Depts. & Faculty	What are our Core Learning Outcomes? What is it that all student recipients of our associate degrees should know and be able to do? What core knowledge and skills do we, as an institution, hold that all our graduates need regardless of their professional or academic goals?	No	All	Initial Discussions, Winter 2004	In progress: See Process & Timeline: target completion date: Fall 2005	Endorsed by Academic Affairs, 2/20/04
AAOT Depth/ Sequences Requirement	Academic Affairs - Task Force: Carson Haury, Marj Hoye, Celeste Brody	Do sequences aid students in achieving <i>Collegewide success Outcome #2: Transfer students will succeed in transferring and in meeting their goals at the next level?</i>	No	#2	In progress	Spring 2004	Academic Affairs Task Force launched Assessment Project in Fall 2003

<b>Course Pre-requisites &amp; Co-requisites</b>	Academic Affairs – AA Curriculum: Task Force: Julie Keener, Ricky Virk, Alicia Moore	[When should Banner-enforced mandatory pre-/co-requisites be applied, instead of recommended preparation advisories, to ensure that our students are best prepared to succeed upon entry into sequenced/ advanced COCC courses?]	No	#2-4	In progress	Spring 2004	Prerequisites Task Force Report presented to Academic Affairs, 2/22/04
<b>LEVEL: Interdisciplinary &amp; cross-program, incl. degree Basic Skills</b>	<b>Participants</b>	<b>Question</b>	<b>PEA Grant</b>	<b>Relevance to Success Outcomes</b>	<b>Stage of Completion</b>	<b>Completion Date</b>	<b>Actions Taken</b>
<b>Allied Health</b>	Deb Davies; Mary Jane Kuhar; Bev Jackson	What is the “success” of Allied Health students . . . as determined by multiple measurements?	No	#1-4	Plan finalized Spring 2003	In progress	Data collected for HIT and Dental Assisting
<b>Humanities: Developmental Language Arts Curriculum</b>	Margaret Triplett, Rise Quay, & other faculty		PEA in development	#1-4	Assessment Plan in development	Spring 2004	Meetings w/ FAT liaison Cora Agatucci, Winter 2004
<b>Humanities with Social Science]: WIC Program</b>	Cora Agatucci, Stacey Donohue, Patricia O’Neill [SS], Rise Quay, Rebecca Walker-Sands [SS]; Nancy Zens [SS]	How effective is the WIC Program in helping lower-division transfer students achieve relevant course, program, degree, transfer learning objectives?	Yes [Donohue]	#2	In progress	Targeted for completion by Spring 2005	See Progress Reports, Winter 2004
<b>Humanities with Math: WR 121 ASSET Placement</b>	Greg Lyons [Hum] & Monte Cheney [Math]	Is the threshold ASSET Writing score of 43, by itself, a valid measure for predicting student success in WR 121? In particular, would the Reading score, alone, or a combination of Writing and Reading scores, together, be a	Yes	#2-4	PEA Assessment Project completed Dec. 2003, & Report submitted Jan. 2004.	Spring or Fall 2004: Submit to Academic Affairs for approval & implementation	Recommended change to combined ASSET Writing and Reading Placement scores totaling 86 as mandatory pre-

		more accurate placement instrument?					requisite for WR 121, submitted to Humanities Dept. Composition Committee, 1/28/04
<b>Library [with Humanities and Social Science]</b>	Cat Finney; Tina Hovekamp; David Bilyeu; Cora Agatucci [Hum]; Rise Quay [Hum]; Patricia O'Neill [SS]	What is sufficient information research competency for COCC students, and does LIB 127 achieve this competency?	No	#2-4	In Progress	2004-05	Created competency tool; need to develop student survey
<b>Social Science</b>	See Humanities and Library						
<b>Sciences</b>	Bruce Emerson	How successful are students who complete Math 251 in Physics 211?	No	#2-4	In progress: no formal plan in place yet		Discussions with liaison, Jim Kress
<b>LEVEL: Program</b>	<b>Participants</b>	<b>Question</b>	<b>PEA Grant</b>	<b>Relevance to Success Outcomes</b>	<b>Stage of Completion</b>	<b>Completion Date</b>	<b>Actions Taken</b>
<b>Business Dept: Accounting Program</b>	Scott Hays	How well does the A.A.S. Accounting Program curriculum prepare students for the workforce?	Yes	#1	In Progress	Targeted for completion by Spring 2005	See Progress Report, Winter 2004
<b>Business Dept: Culinary Program</b>	Jim Kress	How well does the Culinary curriculum prepare students for employment?	No	#1	In Progress	Fall 2004	Progress report expected by spring 2004
<b>CIS Dept. #1</b>	Carson Haury; Lew Cousineau; Peter Casey	How well does the CIS curriculum meet the needs of our AAS and other (tech training) students?	Yes	#1, 4 and 5	In Progress	Summer 2004	Collected first round of data; still need data on employers and graduates
<b>CIS Dept. #2</b>	Cindy Buell	Is PHIT effective in helping students achieve a mastery of the application software competencies required for successful completion of CIS120?	Yes	#4	Completed	Winter 2004	

		Are Sharepoint Team Services a viable method for capturing, analyzing and reporting survey data in an academic environment?					
<b>Fine Arts</b>	Stacey Donohue, Bill Hoppe, and others	What is the Fine Arts department currently doing to support Board End #2 (transfer)?	No—Bill Hoppe will apply for summer 2004	#2	Being revised: after meeting with Kress, we discussed how to narrow our project's question	Revised project proposal by Spring 2004	Student Survey; outreach to High Schools
<b>HHP</b>	Julie Downing; Beth Gebstadt; Ricky Virk; Mary Jeanne Kuhar; Aaron Lish; Margaret Peterson; Anne Walker; Doug Booster	How well is HHP serving our students: i.e. are students successfully using our courses &/or degrees to either transfer or obtain employment in a related field?	No	#1 and 2	In progress	Fall 2004	Currently surveying students
<b>Humanities Dept: Foreign Languages Program</b>	All Foreign Languages Program Faculty; contact: Chuck Hutchings	How well will COCC Foreign Languages students score on French, German, & Spanish vocabulary & grammar tests that are based on Oregon State Competencies & Benchmarks for Foreign Languages?	PEA in development to be submitted by May 2004 deadline	#3-4	Assessment Plan in development to be finalized by May 2004	AY 2004 -2005	Meetings w/ FAT liaison Cora Agatucci, Winter 2004
<b>Humanities Dept: Speech Communication Program</b>	Jon Bouknight, Karen Huck & other Speech faculty	[Focus: SP 111: Fundamentals of Public Speaking]	No	#3-4	Assessment Plan in development to be finalized by Spring 2004	In Progress: Data being collected & analyzed	Meetings w/ FAT liaison Cora Agatucci, Winter 2004
<b>Manufacturing Technology #1</b>	Carol Moorehead; Dennis Simenson; Mark Fullerton; William Smith	Are there changes needed to enhance the induction or self-paced delivery systems offered by the Manufacturing Applied Technology Center?	No	#3 and 4	In progress	Some data (surveys) being collected.	Meeting with Jim Kress
<b>Manufacturing Technology</b>	Carol Moorehead; Dennis	Are there changes needed to enhance or change the	No	#3 and 4	In progress	Some data (surveys) being	

#2	Simenson; Mark Fullerton; William Smith	curriculum offered by the Manufacturing Applied Technology Center?				collected	
Nursing	Department wide	In progress	No		Plan being discussed Spring 2004		
Natural Resources	Department wide	In progress	No		Assessment project currently under discussion	Plan in development , Spring 2004	
<b>Level: Course</b>	<b>Participants</b>	<b>Question</b>	<b>PEA Grant</b>	<b>Relevance to Success Outcomes</b>	<b>Stage of Completion</b>	<b>Completion Date</b>	<b>Actions Taken</b>
Humanities #4	Steve Bidlake and Marj Hoye	Is passing the WR 121 final examination a predictable measure of student success in courses that require it as a co-or pre- requisite?	No	#2-4	In progress	Fall 2004	
Math		Can the mathematics department improve student success in Math 95 both within those courses and in the success of students in the following math class, Math 095?	No	#2-4	In progress	Not yet determined	

**Fall 2003: Percentage of Departments at draft or ongoing stage: 8 out of 13 = 61%**

**Winter 2004: Percentage of Departments at draft or ongoing stage: 10 out of 13=77%**

<sup>[1]</sup> As of Winter 2004. Links to specific department and individual assessment projects are available at:  
<http://web.cocc.edu/fat/deptAP/index.html>

Assessment Project Progress Reports are being posted to this web as they are received in Winter-Spring 2004.

**Figure 5.11: Sample Program Assessment Progress Report**

Department/Program Assessment Report Business Submitted by: Scott Hays

**Project Focus Question**

How well does the A.A.S. Accounting Program curriculum prepare students for the workforce?

Goal #	Date	Activity	Status / Results	Problems	Next Steps and Timeline	Comments
	Sp 03	Collect information on several of Oregon's other community college accounting programs	completed		Collect Banner data on recent accounting program graduates Su 03	
	6/03	Collect Banner data on recent accounting program graduates	Working with Linda Andrus, we were not able to get the needed data	Linda and I did not have the knowledge or the access to mine the required data	I need to get someone familiar with Banner to mine the data for me Su 03	
	8/5/03	Contact person familiar with Banner to get help in mining data	Contacted Lew, who referred me to Dawn, who referred me to Brynn.	Took a few calls to locate the go-to person for Banner information	Contact Brynn 8/6/03	
	8/6/03	Meet with Brynn to discuss the needed data (e.g. recent graduate information)	Met with Brynn. She told me she would have the information for me in a week	See 8/12/03 entry	Get Banner data from Brynn 8/12/03	
	8/12/03	Get Banner data from Brynn	Data not received from Brynn	Brynn explained she was working on another college project – my info. would be ready in September	Get Banner data from Brynn 9/03	
	10/2/03	Get Banner data from Brynn	Received a list of recent accounting program graduates from Brynn	The list was not accurate.	I contacted Brynn and explained the inaccuracy of the list. She was going to review it and get me a corrected list 10/21/03	
	10/21/03	Get corrected Banner data from Brynn	Received the corrected list of accounting program graduates from Brynn	At this time, other projects have temporarily taken priority	Revisit the project as time allows ws 04	
	1/29/04	Revisit project - Meet with Jim to discuss progress of project	completed		Jim and I will be researching effective assessment tools (e.g. surveys) in light of limited Banner data ws 04	
	2/6/04	Meet with Jim and Cora to discuss progress on project	completed		Research on effective assessment tools is under way. ws 04	

## 5. Course outcomes and proficiency based instruction: Level: Individual Courses

Training and discussion was developed in 2002-2003 to help instructors move from articulation of outcomes to their assessment: see list of seminars in Figure 5.13. During spring 2003, a survey of the faculty (see Figure 5.9, pp.42-44) was administered in order to determine their assessment needs. The results indicated that faculty were most interested in training on assessment of course and program outcomes. Although the Instructional Dean's office had been coordinating several faculty workshops since winter 2002, the assessment workshops of November 2003 were particularly well-attended and received by faculty, and will be held again during spring 2004. These workshops offered practical applications and resources for faculty assessment projects. Also, during the sessions, faculty members from different departments began to share ideas for interdisciplinary projects.

As an ongoing policy, faculty members are strongly encouraged to submit syllabi with outcomes to their department secretaries. Currently, each department office contains a master binder of all course syllabi, and an informal survey shows that for most departments, all course syllabi with outcomes have been submitted.

Figure 5.12

<b>COURSE SYLLABI AND OUTCOMES SURVEY WINTER 2004</b>		
<b>DEPARTMENT</b>	<b>PERCENT OF WINTER 2004 COURSE SYLLABI ON FILE IN DEPARTMENT OFFICE</b>	<b>PERCENT OF WINTER 2004 SYLLABI THAT INCLUDE COURSE OUTCOMES</b>
<b>Humanities</b>	100%	100%
<b>Business Administration WR 214, CCI, HTRM 105</b>	100%	100%
<b>Social Science</b>	100%	100%
<b>Human Development</b>	100%	100%
<b>Library Skills (on web)</b>	100%	100%
<b>HHP-Activity</b>	73%	59%
<b>HHP-Health</b>	100%	100%
<b>HHP-Combined</b>	85%	78%
<b>Allied Health</b>	67%	100%
<b>Manufacturing</b>	100%	100%
<b>Apprenticeship</b>	100%	100%
<b>Fine Arts</b>	100%	100%
<b>Math</b>	93%	95%
<b>Science</b>	100%	65%
<b>CADD/Drafting</b>	80%	80%
<b>GIS</b>	100%	100%
<b>Forestry</b>	100%	100%
<b>Automotive</b>	100%	100%
<b>Structural Fire</b>	100%	100%
<b>Wildland Fire</b>	0%	0%

*Closing the Loop:* Student evaluation forms were revised for fall 2002 to include, among other changes, questions about whether course outcomes are clear and match up to activities. As a result, faculty are now getting direct feedback on the relationship between course outcomes and course activities. Professional Improvement Plans (PIP) increasingly address assessment issues. Faculty are moving toward assessment of outcomes and connecting grading to outcomes.

**Figure 5.13: Faculty Professional Development Seminars: 2002-2003**

<b>Term</b>	<b>Date</b>	<b>Title</b>	<b>Total # of participants</b>
<b>Winter 2002</b>	Feb 20 <sup>th</sup> (repeated Feb 21 <sup>st</sup> )	Enhancing Presentations and Lectures with Active Engagement Practices	28
	Mar 5 <sup>th</sup> (repeated Mar 6 <sup>th</sup> )	Effective Small Group Work for College Learners	22
<b>Spring 2002</b>	April 10 <sup>th</sup> (repeated April 11 <sup>th</sup> )	Assessment and Grading for Meaningful Feedback	10
	May 1 <sup>st</sup> (am and pm sessions available)	Constructing Performance Assessments: A Practical Guide	5
<b>Fall 2002</b>	Sept 17 <sup>th</sup> (repeated on the 19 <sup>th</sup> )	Part Time and Adjunct Faculty Orientation	30
	Oct 2 <sup>nd</sup> (repeated on the 3 <sup>rd</sup> )	Curriculum Planning for the Community College Teacher, Part I	28
	Oct 22 <sup>nd</sup> (repeated on the 25 <sup>th</sup> )	Handling Difficult Situations with Students	22
	Nov 7 <sup>th</sup> (repeated on the 9 <sup>th</sup> )	Involving Adult Learners to Create More Effective Participation	20
	Dec 5 <sup>th</sup>	Reflections on the Term: Planning for Teaching Revisited	10
<b>Winter 2003</b>	Jan 16 <sup>th</sup>	Dealing with the Under-Prepared Student: "Do I Really Need to Read the Chapter?"	10
	Jan 24 <sup>th</sup>	Classroom Assessment Projects: Introducing the CAP Model	6
	Feb. 14 <sup>th</sup>	Classroom Assessment Projects, continued: Posing Questions and Devising Assessment Techniques	6

**Assessment Workshops  
November 14, 2003**

<b>LAURA YOUNG – TRANSFER PROGRAM</b>	<b>LINDA YOUNG – PROF TECH PROGRAM</b>
CELESTE BRODY'S OFFICE 8 – 9 am Julie Hood Nancy Zens	BEC 156 8:30-10 am <u>CIS &amp; GIS</u> Peter Casey & dept. Art Benefiel
MET 214 10:30 – 12 <u>Science &amp; Social Science</u> Eddie Johnson Christine Ott-Hopkins Rebecca Walker-Sands Amy Harper	11-12:30 <u>Allied Health &amp; CAD</u> Sean Palagyi Melody Hale Bev Jackson
MODOC 201 (Robinson Room) 12 – 1:30 <u>Humanities, Fine Arts, Math</u> Greg Lyons Gina Chylak Maggie Triplett Rise Quay Crystal McCage Sally Dietchler Stacey Donohue Sara Krempel Bill Hoppe Kathy Smith	1-2:30 <u>Allied Health, Nursing, Forestry, Science</u> Kiri Simning Madeleine Simmons Zelda Ziegler Deb Davies
<b>2-3:30</b> <u>Business Dept.</u>	

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**C. Next Steps**

- **Assessment Planning:** To improve and widen data on student success and pull that data into the Strategic Planning process. It is expected that continued development of core outcomes and of department and program level assessment projects will take shape over time to more fully support institutional need to track student success (on transfer and in the workforce). In all of these efforts, it will be important to continue to emphasize that the outcomes need to track as we plan, budget, assess our student learning outcomes.
- **Assessment Training:** Laura and Linda Young will return in spring or fall 2004 to continue course assessment training.
- **Instructional Assessment Team:** Continue planning and implementation—the programmatic equivalent of the peer team system.
- **Core Learning Outcomes:** Mapping of core outcomes is expected to result in productive conversations about outcomes and their assessment which will enrich the course level of assessment.
- **Instruction-wide Data Architecture:** To make “Strategic Planning Indicators” more accessible and more reliable.

- **Revising Budget Accounts:** We will make some revisions to budget accounts for the 2004-05 fiscal years. In general, the change will mean that all—rather than most—of these accounts reflect programs or subjects rather than departments. The purpose of this revision is to enable us to track program expense on a consistent basis. This change follows from the work with Strategic Planning Indicators in Chairmoot, 2003.

The following guidelines will be used, and a listing of accounts is attached:

1. Each program or subject account should contain the faculty salaries/benefits, materials and supplies, outside services, and travel and any other expenses which apply to that program only.
2. Salaries for classified positions such as lab or tool room assistant should be budgeted for in the program or programs for which they work (that is, not housed in the “office” account).
3. Office accounts should contain only the office specialist’s salary/benefits and only the materials and supplies for his/her needs. All other expenses need to be split out and prorated to the accounts where they are spent. In most cases, this will involve splitting out Material and Supply (M&S) accounts.

#### **D. Summary of Section V**

The major change as a result of the various assessment activities noted in this section is the shift in acceptance of and use of assessment at COCC: articulation of course outcomes is becoming routine; instructors—and students—are asking whether tests or other classroom activities support outcomes; key committees, such as Academic Affairs and Chairmoot, are building assessment questions into work plans (for example, AA’s work with sequences). We have a mutual language and common goal to support continued assessment: that is, we consider evidence of student success a key factor in program, curriculum, organizational and revenue decisions. We have moved from the initial stage of collegewide assessment to a new level where we are implementing assessment programs and committing institutional resources. Thus we have a solid basis on which to build a strategic planning process and we have a clear map of next steps to make that process a reality.