



## Transfer and Articulation Theme Outcomes Guide (TOG)

Transfer and Articulation Programs*	Transfer and Articulation Student Assessment Tasks	Transfer and Articulation Performance Indicators	Intended Student Learning Outcomes
<p>1. Associate of Arts, Oregon Transfer (AAOT)</p> <p>2. Associate of Science (AS)</p> <p>3. Associate of Science, Oregon Transfer–Business</p> <hr/> <p><b>Programs Prerequisites:</b></p> <ul style="list-style-type: none"> <li>• Meet advising requirement</li> <li>• Take placement test (Transfer students exempted but must have transcript evaluation)</li> <li>• Bobcat Orientation (optional)</li> <li>• First Time College Student initiatives</li> </ul>	<p>1. Meet academic performance and behavioral requirements as defined in student handbooks.</p> <p>2. Meet degree requirements.</p> <p>3. Meet SLO-appropriate criteria for discipline-specific skill sets.</p> <p>4. Meet course requirements and pass course exams, assignments, capstones, practicums, portfolios, presentations, or other assessments and evaluations.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Number/Percentage of Transfer majors earning 15 and 30 credits during an academic year</li> <li><input type="checkbox"/> Number/Percentage of credit students enrolled in a given year that enroll at a 4-year institution the following year</li> <li><input type="checkbox"/> Number/Percentage of Transfer completers (AAOT, AS, ASOT) enrolling in a four year institution sometime in the following two years</li> <li><input type="checkbox"/> Number/Percentage of Transfer completers (AAOT, AS, ASOT) earning a completion at a four year institution sometime the following five years</li> <li><input type="checkbox"/> Student perception of educational experience as reflected in the Community College Survey of Student Engagement (CCSSE) – Benchmark Areas: <i>Active &amp; Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, Support for Learners</i></li> </ul>	<p>Upon completion of an AAOT or AS degree, students will</p> <p>1. Have a high-quality education by meeting AAOT/AS student learning outcomes in the following areas (see <a href="#">Catalog</a>, p. 32) for Transfer SLOs:</p> <p>Discipline Studies</p> <ul style="list-style-type: none"> <li>• Arts and Letters</li> <li>• Science/Math/Computer Science</li> <li>• Social Sciences</li> </ul> <p>General Education</p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Information Literacy</li> <li>• Speech/Oral Communication</li> <li>• Mathematics</li> <li>• Health</li> <li>• Cultural Literacy</li> </ul>

Recommendations to contribute to institutional discussion on what is success at COCC

\* An academic program is any institutionally established combination of courses and/or requirements leading to a degree or certificate (Academic Affairs, 4/16/14).

## Workforce Development Theme Outcome Guide (TOG)

<b>CTE Programs</b>	<b>CTE Student Assessment Tasks</b> <i>"Measuring Student Competence"</i>	<b>CTE Program Performance Indicators</b> <i>"Measuring our CTE Programs"</i>	<b>Intended Student Learning Outcomes</b> <i>"What we expect our students to do out there in the real world as a result of academic preparation in a CTE program of study."</i>
<ol style="list-style-type: none"> <li>1. Addictions Studies</li> <li>2. Automotive Technology</li> <li>3. Aviation</li> <li>4. Business Administration</li> <li>5. Computer Information Systems</li> <li>6. Criminal Justice</li> <li>7. Culinary</li> <li>8. Dental Assisting</li> <li>9. Dietary Management</li> <li>10. Early Childhood Education</li> <li>11. Emergency Medical Services</li> <li>12. Forestry</li> <li>13. Geographic Information Sys</li> <li>14. Health Information Technology</li> <li>15. Manufacturing Technology</li> <li>16. Massage Therapy</li> <li>17. Medical Office Assisting</li> <li>18. Pharmacology Technician</li> <li>19. Nursing</li> <li>20. Structural Fire Science</li> <li>21. Veterinary Technician</li> <li>22. Wild Land Fire</li> </ol>	<ol style="list-style-type: none"> <li>1. Exams</li> <li>2. Assignment</li> <li>3. Skills Check-offs</li> <li>4. Practical Application Competencies</li> <li>5. Practicum/Clinical</li> <li>6. Capstone Experience</li> <li>7. Portfolio</li> <li>8. Community Service Projects</li> <li>9. Placement Evaluations</li> <li>10. Presentations</li> <li>11. Certification Exam</li> <li>12. Client Evaluations</li> <li>13. Mandatory Practice Hours</li> </ol>	<p><b>Graduates will:</b></p> <ol style="list-style-type: none"> <li>1. Achieve success points six to twelve months following completion of a degree or certificate as measured by graduate survey.</li> <li>2. Report satisfaction with educational experience in achieving intended student learning outcomes as measured by graduate survey.</li> </ol> <p><b>Employers will:</b></p> <ol style="list-style-type: none"> <li>1. Report satisfaction with the educational preparation of graduates (degree or certificate) as measured by employer survey.</li> <li>2. Report evidence of graduate(s) (degree or certificate) achieving CTE SLOs in the professional setting within six to twelve months of employment as measured by employer survey.</li> </ol> <p><b>CTE Program will:</b></p> <ol style="list-style-type: none"> <li>1. Achieve targeted student completion rate as measured by graduation/course completion rate.</li> <li>2. Achieve targeted pass rates on required licensing or certification exam for each graduating cohort or students completing during a defined period of time.</li> <li>3. Deliver CTE curricula that meets current industry standards as measured by advisory board member curriculum analysis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform as a team member exemplifying professional practices and behavior.</li> <li>2. Apply critical thinking and problem-solving skills that reflect best practice.</li> <li>3. Communicate effectively and appropriately within a professional setting in both written and oral form.</li> <li>4. Demonstrate knowledge and apply skills essential to the discipline.</li> <li>5. Practice safety within the professional setting.</li> <li>6. Research, interpret, and apply data/information in the professional setting.</li> </ol>

## Life Long Learning Theme Outcome Guide (TOG)

<b>Lifelong Learning Areas of Study and Enrichment</b>	<b>LLL Student Assessment Tasks</b> <i>"Demonstrating Competence"</i>	<b>LLL Program Performance Indicators</b> <i>"Measuring our LLL Programs"</i>	<b>Intended Student Learning Outcomes</b> <i>"What we expect our students to do out there in the real world as a result of completing Lifelong Learning courses?"</i>
<p><b>Community Learning</b></p> <ul style="list-style-type: none"> <li>• Creative Arts</li> <li>• Photography</li> <li>• Home and Garden</li> <li>• Travel and Language</li> <li>• Health &amp; Wellness/Dance</li> <li>• Outdoor Recreations</li> <li>• Enrichment</li> <li>• Business</li> <li>• Computer &amp; Web</li> <li>• Online Courses</li> <li>• Youth Camp</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Accounting &amp; Tax Prep</li> <li>• Building Professionals</li> <li>• Computer and Web</li> <li>• Customized Training</li> <li>• Culinary &amp; Hospitality Industry Professionals</li> <li>• Health Care &amp; Wellness Professional Education</li> <li>• Health Care Careers</li> <li>• General Certificate in Brewing (GCB) Exam Prep Course</li> <li>• Leadership and Management</li> <li>• Project Management Academy</li> <li>• Spanish Health Care Interpreter Training</li> <li>• Systems Technician Certification Prep Courses</li> </ul> <p><b>Online Courses</b></p> <ul style="list-style-type: none"> <li>• Accounting and Finance</li> <li>• Business</li> <li>• College Readiness</li> <li>• Computer Applications</li> <li>• Design and Composition</li> <li>• Health Care and Medical</li> <li>• Language and Arts</li> <li>• Law and Legal</li> <li>• Personal Development</li> <li>• Teaching and Education</li> <li>• Technology</li> <li>• Writing and Publishing</li> </ul> <p><b>Small Business Development Center</b></p>	<p><i>"How will we (LLL) know that our learning activities and/or courses provide the students with the knowledge, skills, experiences and attitudes necessary to exhibit these outcomes in the real world?"</i></p> <p><i>Or</i></p> <p><i>"What is the evidence that we (LLL) have delivered on what we said we would do? And, how will we measure that students have achieved the intended learning outcomes?"</i></p>	<p>From ISLO:</p> <p>#2 – Pursue further personal enrichment activities:</p> <p>AT1 - Student Survey Question: Do you plan on taking additional Continuing Education courses in the future? Y/N</p> <ul style="list-style-type: none"> <li>- Need to establish a benchmark for the number of Y responses</li> </ul> <p>AT2 - Banner Data: Repeat rate (over the course of 2 years) – how many students repeat within the Continuing Education Department</p> <ul style="list-style-type: none"> <li>- LERN Benchmark = 50%</li> <li>- COCC Continuing Education Current Repeat Rate = 33%</li> <li>- Need to establish a benchmark based on data</li> </ul> <p>#4 – Apply knowledge, concepts and skills in chosen environment:</p> <p>AT3 – Student Survey Question: How do you plan to apply the knowledge, concepts and skills learned in this class? (Multiple Answer Possibilities)</p> <ul style="list-style-type: none"> <li>- Need to establish a benchmark for the number of the various responses</li> </ul> <p><i>Tentative ideas for measuring (per 12/13 mtg):</i></p> <p><i>Measurement tools that could likely be used to measure outcomes:</i></p> <ol style="list-style-type: none"> <li>1. Student survey (revise existing student feedback form to include outcome assessment)</li> <li>2. Repeat Rate Data Analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase self, community and global awareness in order to live in a healthy and engaged manner.</li> <li>2. Pursue further personal enrichment activities.</li> <li>3. Take advantage of job and/or professional enhancement opportunities.</li> <li>4. Apply knowledge, concepts and skills in chosen environment.</li> </ol>

## Basic Skills Theme Outcome Guide (TOG)—DRAFT

<b>Basic Skills Programs</b>	<b>Basic Skills Student Assessment Tasks</b> <i>"Demonstrating Competence"</i>	<b>Basic Skills Performance Indicators</b>	<b>Intended Student Learning Outcomes</b> <i>"What we expect our students to do out there in the real world as a result of academic preparation in a Basic Skills course."</i>
English Language Learning Adult Basic Education/GED Developmental Education-level Math Developmental Education-level Reading and Writing	1. Write summaries of text		1. <b>**</b> Upon completion of Basic Skills coursework, students will be able to read with comprehension and write effectively and concisely in various contexts. 2. Upon completion of Basic Skills coursework, students will be able to use critical thinking to solve problems related to math appropriate to their skill level. 3. Upon completion of Basic Skills coursework, students will be able to think critically and independently to evaluate information sources, organize ideas, and make decisions. 4. Upon completion of Basic Skills coursework, students will be able to collaborate in a group/team setting. 5. Upon completion of Basic Skills coursework, students will be able to use technology as necessary in their future coursework or careers.

**\*\*Outcome selected for first assessment/data collection**