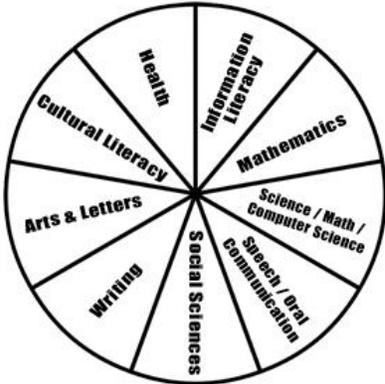


CENTRAL OREGON COMMUNITY COLLEGE Theme-Level Outcome Assessment Analysis Executive Summary

Theme: Transfer and Articulation
Program: Program Focus Areas (8 of 9)

Student Learning Outcome(s):																					
<p>Theme-Level Outcome: Have a high-quality education by meeting AAOT/AS student learning outcomes in the AAOT SLOs.</p>																					
<p>Program-Level Focus Areas Assessed:</p>																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Transfer Program Focus Area</th> <th style="text-align: left; padding: 5px;">Course(s) Assessed (# of sections)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Arts and Letters</td> <td style="padding: 5px;">FA 257 (1), HUM 299 (1)*</td> </tr> <tr> <td style="padding: 5px;">Cultural Literacy</td> <td style="padding: 5px;">Not assessed</td> </tr> <tr> <td style="padding: 5px;">Health</td> <td style="padding: 5px;">HHP–Activity (14), HHP–Lecture (15)</td> </tr> <tr> <td style="padding: 5px;">Information Literacy</td> <td style="padding: 5px;">WR 122 (4)</td> </tr> <tr> <td style="padding: 5px;">Mathematics</td> <td style="padding: 5px;">MTH 111 (7)</td> </tr> <tr> <td style="padding: 5px;">Science/Math/Computer Science</td> <td style="padding: 5px;">BI 111 (5)</td> </tr> <tr> <td style="padding: 5px;">Social Sciences</td> <td style="padding: 5px;">GEO 202 (1), PSY 201 (1), PSY 213 (1), PSY, 215 (2), PSY 216 (1)</td> </tr> <tr> <td style="padding: 5px;">Speech/Oral Communication</td> <td style="padding: 5px;">SP 111 (8)</td> </tr> <tr> <td style="padding: 5px;">Writing</td> <td style="padding: 5px;">WR 122 (7)</td> </tr> </tbody> </table>	Transfer Program Focus Area	Course(s) Assessed (# of sections)	Arts and Letters	FA 257 (1), HUM 299 (1)*	Cultural Literacy	Not assessed	Health	HHP–Activity (14), HHP–Lecture (15)	Information Literacy	WR 122 (4)	Mathematics	MTH 111 (7)	Science/Math/Computer Science	BI 111 (5)	Social Sciences	GEO 202 (1), PSY 201 (1), PSY 213 (1), PSY, 215 (2), PSY 216 (1)	Speech/Oral Communication	SP 111 (8)	Writing	WR 122 (7)	
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<p>* Not yet official Arts and Letters course. Goes to Curriculum in Fall.</p>																					
Results:																					
Student Learning Outcomes (Course[s] Assessed)	Description and Results																				
<p>Arts and Letters (1 of 2): 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life. 2. Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. (FA 257)</p>	<p>Direct student assessment of comprehensive, blueprinted final exam found that 75% of students met Outcome 1 and 87% of students met Outcome 2.</p>																				
<p>Arts and Letters (2 of 2): 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life. 2. Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. (HUM 299)</p>	<p>Direct assessment of for two projects, a blueprinted text and a capstone project, <i>in preparation for submitting course to Curriculum</i>. Blue-printed test scores (early in term, requiring less depth of understanding) for Outcomes 1 and 2 were 91% and 89% respectively. Capstone rubric scores (end of term, more profound depth of understanding expected) showed 87% and 83% proficiency respectively for Outcomes 1 and 2.</p>																				
<p>Health (1 of 2): 1. Understand chronic health risks and how to implement holistic, lifestyle behavior change to enhance personal and community-wide safety, health and fitness. (various HHP Lecture classes)</p>	<p>Indirect student attitudes survey data indicated better understanding of health risks (99.5% indicated Yes), overall health, fitness, and safety for self, for possible behavior changes, better understanding the community, and being involved in the community (scores range 48%–96%).</p>																				
<p>Health (2 of 2): 1. Understand chronic heal risks and how to implement holistic, lifestyle behavior change to enhance personal and community-wide safety, health and fitness. (various HHP Activity classes)</p>	<p>Direct assessment of overall percent change in student flexibility (+10%), cardiovascular endurance (+15%), abdominal strength (+25%), grip strength (approx. +15%), and body composition or loss of body fat (-10%). Assessment also provides positive, negative, and no change percentages (as opposed to overall as listed above).</p>																				

<p>Information Literacy (combined with Writing): 4. Evaluate information and its source critically (WR 122)</p>	<p>Direct assessment by four instructors u a shared rubric designated all sources as credible, with 20% categorized as being unequivocally highly credible (agreement expressed among all evaluators). No discreditable sources observed.</p>
<p>Mathematics: 1. Model and solve applied, real-world, and theoretical mathematical problems requiring the solution of linear, quadratic, polynomial, rational, exponential, and logarithmic functions. 2. Use a graphing calculator to create appropriate graphs that represent mathematical models, determine appropriate viewing windows and accurately interpret and draw inferences regarding the meaning, implications and limitations of the graphs. 3. Examine a variety of relationships stated in symbolic, graphical, or tabular form and determine which represent functions; determine what the domain and range of functions are; and draw inferences regarding the meaning, implications and limitations of the given representation of the function. 4. Modify and combine algebraic and graphical representations of functions and describe the relationship between the methods and functional representations.</p>	<p>Direct assessment of four common math problems on a final exam. Department chair feels pleased with results for Outcomes 1–3, which students met at 67%, 62%, and 57% respectively, but finds that Outcome 4 needs improvement as only 21% of students met this outcome.</p>
<p>Science/Math/Computer Science (Assessed in two parts): 4. (a.) Assess the strengths and weaknesses of scientific studies and (b.) critically examine the influence of scientific and technical knowledge on human society and the environment. (BI 101)</p>	<p>Direct assessment asked students to critically examine and evaluate a scholarly article. Results: (a.) 59% met this part of the outcome (of which 30% exceeded expectations), 41% did not meet this part of the outcome (b.) 76% met this part of the outcome (about 45% exceeded expectations), 24% did not meet this part of the outcome</p>
<p>Social Sciences (1 of 2): 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live (GEO 202)</p>	<p>Students took a pre- and post- Geography locations test. The median percent increase was 34% from pre- to post-test.</p>
<p>Social Sciences (2 of 2): 1. Apply analytical skills to social phenomena in order to understand human behavior. 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. (PSY 201, 213, 215, 216)</p>	<p>Direct assessment using test blueprinting with an independent evaluator. In order to meet the desired outcome, students had to cite researched evidence. Of the group, 77% met the outcome, 17% partially met the outcome, and 6% did not meet the outcome.</p>
<p>Speech/Oral Communication: 1. Engage in ethical communication processes that accomplish goals. (SP 111)</p>	<p>Direct assessment using a tracking form found that 76.6% of students met the outcome. Instructors graded speeches with their own rubrics and then reported results to the assessment team leader on the tracking form. Of the students assessed, 77% met the outcome. Department chair plans for more participation among instructors next year.</p>
<p>Writing (combined with Information Literacy): 2. Locate, evaluate, and ethically utilize information to communicate effectively (WR 122)</p>	<p>Not yet ready for benchmarking. Direct assessment by four instructors using a shared rubric rated 60% as exceptional or proficient, with 40% as novice or still learning. No students performed at an unacceptable level. Department chair would like to compare and contrast data from online, computer-mediated, and College Now courses with face-to-face ones.</p>
<p>Assessment Cohort Demographics:</p>	
<p>64 sections (CRNs) assessed 1007 student assessments</p>	

Analysis:			
Overall assessment rating:		Partially Met	
<p>Overall summary of observations: What do the assessment results say about how well all students achieved the intended student learning outcome(s)? If the Outcome was partially or not met, explain why.</p> <p>The results of these assessments provide a picture of outcomes assessment that demonstrates constructive alignment of Transfer course and program focus area outcomes with the Transfer theme outcome. Overall, this assessment snapshot provides evidence that the College is actively collaborating in order to ensure that students receive “a high-quality education by meeting AAOT/AS student learning outcomes in the AAOT SLOs” and confirmation that students are not only being exposed to these outcomes but are meeting them as well.</p> <p>The partially met designation signals recognition that, while College stakeholders have made significant strides, there is still work to be done in growing and maintaining a robust assessment plan for this theme. While several long(er)-term recommendations are listed in the Closing the Loop section below, the most vital and immediate steps for this Theme are</p> <ul style="list-style-type: none"> • developing an assessment schedule for the upcoming academic year with department chairs, • continuing assessments we are currently running, and • adding a Cultural Literacy project to the schedule in order to ensure that assessments are going on in all program focus areas of Transfer. 			
Closing the Loop:			
<p>Preliminary Recommendations: List improvements needed to fully meet the outcome. What changes to the core theme or specific programs are being proposed for the coming year based on the identified needed improvements?</p> <p>Program-level assessment reports provide specific recommendations on how to improve the assessment process. Some of those recommendations are reflected here because the challenges</p> <ol style="list-style-type: none"> 1. Transfer as a program has some unique challenges because students enroll in courses in areas (e.g. Social Science, Speech/Oral Communication, Writing)—what we have designated as Primary Focus Areas—as opposed to departments (e.g. Humanities, Fine Arts) or disciplines (e.g. Psychology, Geography). Thus, program-level discussions and assessments of outcomes stretch departments and disciplinary committees in new and unfamiliar ways. The creation of an Assessment Committee and collaboration with the new Teaching and Learning program—both of which are being approved and developed in Academic Affairs—will help to provide training for future program-level assessment as well as the creation of more complete Program Focus Area Outcome Guides (POGs) that will correlate with our Transfer Theme Outcome Guide (TOG). This infrastructure is vital for the sustainability of an active and consistent assessment program. 2. We need to find a way to better track assessments within program focus areas in order to get an accurate percentage of students assessed. For instance, we can say how many sections we have assessed but not how many students were assessed out of the total number of students at the College or the total number of students taking, for example, Arts and Letters courses in a term. So for now we can report number of sections assessed and number of student assessments whereas we would like to be able to report what percentage of students in a given area were assessed so that we can get a better idea of suitable sample sizes for each program focus area. 3. We need more consistent reporting methods at the program level. Most projects identified a Met or Not Met condition, leaving out the Partially Met condition. Most avoided these designations because benchmarks were not available, but some projects are suitable for this sort of rating system, even if benchmarks are not ready. 4. Chairs and faculty require training, more experience, and considerable discussion on determining sample sizes (<i>How many assessments per class or per area are preferable?</i>); on identifying points 			

along a student's path, what times in the term, what points along a student's degree path are desirable for robust assessment (*Do we sample BI 101, 102, or 103—or all?*); and on determining how many courses constitute a valid assessment for a program area (*How many of the 14 course prefixes for Social Science do we need to assess in order to state with confidence that we are meeting our Transfer outcome for this area? All? A certain percentage?*). These questions as well as others have arisen due to participation in this process and will be addressed in the upcoming year.

5. **Cultural Literacy** was not assessed this academic year. It will need to be assessed next year.
6. Several department chairs have identified ways (1.) to **improve assessments** (e.g. bigger by increasing sample sizes, modifying methods, and adding certain types of sections (e.g. online and hybrid) and (2.) to focus on the wording and alignment of course and program outcomes as well as examining ways to better **align course activities to assessments** and course activities and assessments across sections.
7. With this data, we can **better market** what we have to offer. For example, Health activity courses that result in a 15% increase in cardiovascular endurance, a 25% increase in abdominal strength, and a 10% decrease in body fat present a compelling reason—one supported by data—to enroll in COCC courses.

What may be required in terms of time, money and material resources to carry out recommended changes?

1. We recognize **the need to organize and document assessment projects, collect data, and provide training** but are still working on the specifics of how best to do so.
2. Chairs and faculty will require **significant training** and time in order to develop program outcome guides (goal is for 2014–15) and course outcome guides (2015–16).
3. Some faculty will require **release time** for work on assessment projects, particularly those that are significantly more time consuming than others.

Reassessment Plans:

If changes are made, how might we reassess for improvement?

1. Chairs and faculty have already identified strategies for improving their assessments next year and will document changes on their reporting forms.
2. We plan to add cultural literacy to Transfer assessment and then maintain the projects from 2013–14 in order to benchmark the data, which will provide for future improvement.

Are we satisfied with this assessment project?

Absolutely. Participation was high, and results were largely positive. Most importantly, chairs, faculty, and instructional administration have identified paths for improvement from the classroom to the theme level.