

CENTRAL OREGON
community college



Chapter Four: Core Theme Planning, Assessment & Improvement

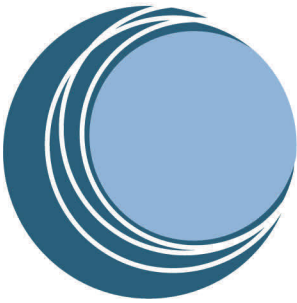


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CHAPTER FOUR: EFFECTIVENESS & IMPROVEMENT

Central Oregon Community College meets eligibility requirements 22 and 23 (related to student achievement and institutional effectiveness) using a well-established system of student learning outcomes and assessment programs. Developed over several years, the outcomes and assessments discussed in this section represent COCC's commitment to constant improvement in relation to the College's core themes.

Eligibility Requirement 22: Student Achievement

General Education Outcomes

As presented in Chapter Two, COCC has adopted program and learning outcomes across all College academic programs, and these are published on the College website. Outcomes are also required as part of the Associate of Arts Oregon Transfer degree (AAOT) offered at COCC, a statewide degree that facilitates transfer of students from one institution to another within the state. CTE certificate and degree outcomes are available on the [COCC Assessment Web page](#)¹ and on each [program's website](#)². General education outcomes are also on the COCC Assessment Web page and on the COCC website under "[Current Students](#)"³ and "[Prospective Students](#)"⁴.

The [general education learning outcomes](#)⁵ selected by the College establish what a student should know and be able to do as a result of completing a COCC degree. The outcomes are published on the College's website along with information on assessment of general education. All nine outcomes are listed and discussed later in this chapter in the section titled Core Theme 1: Transfer and Articulation. In addition to learning outcomes, which apply to the academic areas of the College, COCC uses an outcomes-based approach to institutional planning.

Assessment of Learning Outcomes: Certificate, Degree, General Education

Assessing student learning and development is integral to COCC's commitment to student success. The College adopted a [three-year assessment cycle](#)⁶ in order to effectively evaluate general education. Over the three-year period, faculty teams developed the [outcome rubrics](#)⁷ as well as procedures for assessing each of the nine outcomes. Using these rubrics, or customized variations of them, faculty assess student learning in relation to one of the nine outcomes, and submit their work to a college-wide assessment repository. In 2011, the College established the [General Education Outcomes Data Exchange](#)⁸ (GEODE), a tool for collecting assessment data and tracking the ongoing assessment. While GEODE is still in the development phase, it has already assisted faculty in modifying teaching strategies to better help students meet outcomes. The GEODE system and data are discussed in greater detail later in this chapter in Core Theme 1: Transfer and Articulation.

As with the general education, CTE programs undergo regular assessment in relation to certificate and degree outcomes. Data to support this assessment comes from several sources, including (1) internal assessments of student learning, (2) accrediting body reviews, (3) advisory committee feedback, and (4) reviews by COCC's Review and Support Committee.

With the help of multiple sources listed above, ongoing assessment has resulted in numerous changes to specific programs. Assessment of student learning outcomes has led to the creation of new teaching

strategies, redesigned syllabi, and scheduling shifts that introduce concepts earlier and provide more practice for students to achieve outcomes. Feedback from accreditation bodies has resulted in curriculum modifications as well as revision of student performance evaluation checklists. Feedback from advisory committees has resulted in greater rigor and guided practice with specific computer programs.

Eligibility Requirement 23: Institutional Effectiveness

Chapter Three of this report describes the systematic planning that shapes COCC's work. The clearly defined planning processes originate from both Board and administration directives. The Board-directed [mission, vision, and Board goals](#)⁹ (earlier referred to as level-one planning) are complemented by the institution's [strategic plan](#)¹⁰, [planning model](#)¹¹, and [operational plans](#)¹² (earlier referred to as level-two planning). All of these plans are published on the College website.

In addition to these planning elements, the College is actively engaged in department-level [assessment](#)¹³. Departmental assessment helps the College meet student needs in academic and support services. Results of various planning and assessment activities are detailed later in this chapter, but the types of changes made include adjustments to curriculum and teaching delivery methods, additional staffing and redesign of services in student support areas, implementation of campus-wide multicultural programs, and improvement of information technology services.

Historically, COCC has actively monitored how changing internal and external environments affect institutional planning and, as a result, adjusted institutional and department-planning goals. Data used for assessments is meaningful and verifiable and provides the institution with both longitudinal and point-in-time perspectives. The discussion of standard 3.B.3 in the next section of this chapter provides details on key data tools. Results of institutional assessment efforts are distributed during the academic year to various constituent groups through regular reports to the Board of Directors, the campus stakeholders, and the greater Central Oregon community as discussed in Chapter Three.

The combined planning (both strategic and operational), data gathering, and assessment work, coupled with the many campus and community opportunities for engaging in dialogue about student and community needs, have allowed COCC to regularly and effectively monitor progress toward core theme objectives and ultimately, institutional mission.

Standards 3B, 4A, 4B: Institutional Overview

Planning and assessment permeate nearly all aspects of Central Oregon Community College. While much of the College's planning and assessment happens within instructional areas, COCC also implements planning and assessment through non-instructional areas of the institution, as well. This section of the report highlights such work as it is happening across the institution and serves as the foundation for the remainder of the report. Subsequent sections focus on the development of COCC's core themes and how the institution has embraced these in its planning and assessment work.

3.B.1

COCC's comprehensive planning process begins with the College's [mission, vision, Board goals](#)¹⁴ and [Board priorities](#)¹⁵. All of these elements guide the development and ongoing implementation of [operational plans](#)¹⁶, including the instructional plans, site and facility plans, [the Strategic Enrollment Management](#)¹⁷ (SEM) Plan, Student Services assessment plans, the [Technology Plan](#)¹⁸, and numerous other planning documents and assessment tools. As detailed in Chapters One and Three, the institutional mission, vision, goals, and priorities are reviewed and reaffirmed by the COCC Board of Directors biennially.

To identify COCC core themes, the College assembled the Accreditation Coordinating Team (ACT). Chaired by the vice president for instruction, ACT includes staff members from administration, student services, institutional research, and faculty. Using the institutional planning elements as their guide, this team recommended that COCC adopt the four core themes closely aligned with the Board goals: (1) transfer and articulation, (2) workforce development, (3) basic skills, and (4) lifelong learning. The COCC Board approved the core themes at the December 2009 Board meeting. ACT meets regularly to further refine the core themes, create objectives, identify indicators, and communicate with appropriate stakeholders to ensure campus-wide participation and feedback.

Recent Clarifications of Board Goals

In fall 2011, President Middleton reviewed the current mission, vision, goals, and core themes with all staff at the 2011 All-College Retreat, as well as with multiple departments and committees, and with the Board at its annual retreat. During campus and Board retreat discussions, it was realized that two board goals—work collaboratively and support diversity—more closely aligned with institutional values. Based on this review, the COCC Board of Directors made minor changes to the board goals to better align with the core themes and to recognize collaboration and diversity as institutional values.

COCC Planning and Assessment Model

Assessment at COCC informs planning and decision making throughout the institution and offers evidence of the quality of learning, teaching, and services. Four guiding principles are applied across the College:

- Outcomes are articulated
- Indicators are established to support evaluation of outcomes
- Progress is measured with data collected
- Results guide decision making and support continuous improvement

These guiding principles also animate COCC's formal [planning model](#)¹⁹, which provides detailed direction for both strategic and operational planning in institutional, academic, student support, and administrative areas. The [institutional areas](#)²⁰ include the statements and plans that give shape to the College as a whole, including strategic planning, institutional effectiveness assessments, the campus climate survey, and accreditation self-studies and reports. [Academic areas](#)²¹ are those dealing directly with instruction, including general education, transfer programs, CTE programs, basic skills, and Community Learning. [Student support services areas](#)²² are those that benefit students directly in support of their learning goals, such as advising, financial aid, and student life. [Administrative areas](#)²³ are those that provide infrastructure support, such as information technology, fiscal services, and campus

services.

Further, the guiding principles shape planning for the core themes. The College identified outcomes—written as objectives—for each theme as well as indicators that provide ways to measure the accomplishment of the objectives. This ongoing process of articulating outcomes and measuring progress by specific indicators guides the development, implementation, and modification of operational plans. Tables in each of the core theme sections of this chapter detail the objectives and indicators, and narrative sections that follow the tables summarize and analyze data collected and actions taken based on that analysis.

In the end, the process used to develop and measure core themes closely mirrors other institutional planning processes. It is outcomes-focused (with an emphasis on student success in the four core theme areas), reiterative and dynamic (with regular reviews and updates), and inclusive (involving Board members, campus committees, department meetings, other formal campus organizations, and informal campus work groups).

Alignment of Programs and Services with Core Theme Objectives

Since the adoption of the core themes, several programs and services have been implemented with deference to the core themes. Many of these programs and services —provided in the table below—are discussed at greater length in the core theme sections later in this chapter.

Table 4.1: Sampling of programs' and services' alignment with core themes and objectives.

Program or Service	Core Theme	Objective
Expansion of student support services at the Redmond campus (addition of bookstore, food service, and tutoring; expansion of enrollment services and academic advising)	Transfer and Articulation Workforce Development Lifelong Learning	1.1 2.1 4.2
Expansion of course offerings at non-traditional times (including evening and weekends)	Transfer Lifelong Learning	1.2 4.2
Tutoring: Shift of traditional tutoring to embedded tutoring for chemistry courses	Transfer	1.1.a, 1.1.d
Implementation of GradTracks	Transfer and Articulation Workforce Development	1.1, 1.4 2.1, 2.3
<u>New Construction:</u> Science Building Redmond Technology Education Center Health Careers Jungers Culinary Center Madras and Prineville Campuses	Transfer and Workforce Transfer and Workforce Workforce Development Workforce Development Trans- fer, Workforce, Basic Skills & Lifelong Learning	1.2, 1.3, 2.2, 2.3 1.2, 1.3, 2.2, 2.3 2.2, 2.3 2.2, 2.3 Multiple
Faculty training for expansion of online instruction	Transfer, Lifelong Learning	1.2, 4.2

Table 4.1, continued

Program or Service	Core Theme	Objective
Addition of the Pharmacy Technician and Veterinary Technology Programs	Workforce Development	2.2, 2.3, 2.4
Addition of an Exercise Science major, articulating with OSU Cascades	Transfer and Articulation Workforce Development	1.2, 1.4 2.2, 2.3, 2.4
Expansion of College Now ²⁴ classes	Transfer and Articulation Workforce Development	1.2 2.2
Adult Basic Skills Learning Standards	Basic Skills	3.1
Redesign of MTH 60 and 65 ²⁵	Basic Skills	3.1
Basic Skills Learning Community (Madras)	Basic Skills	3.1, 3.2
Expansion of Community Learning classes and programs geared toward youth and seniors	Lifelong Learning	4.1
Expansion of Small Business Development Services to Redmond, Madras, and Prineville	Lifelong Learning	4.1, 4.2
Learning communities in partnership with OSU-Cascades	Transfer and Articulation	1.2, 1.4

3.B.2

Just as the core themes direct the selection of programs and services, they also guide the contributing components that support the goals of each program and service. Faculty and staff select or create these contributing components based on input from local industry and program advisory committees, institutional surveys ([CCSSE](#)²⁶, [Graduate Survey](#)²⁷, [Campus Climate Survey](#)²⁸), data review (enrollment, state and national trends, fiscal), and qualitative reviews of best practices. The core theme sections in the later part of this chapter discuss details of program and service contributing components.

These contributing components include a strong advising system, a rigorous general education program, and dual enrollment options for students wishing to transfer to OSU-Cascades. Faculty members undergo regular advising training including the use of GradTracks, software designed to help advisors and students plan programs and track their progress in pursuit of their academic goals. Finally, for dually enrolled students, COCC and OSU-Cascades have developed an optional Learning Community to help first-year students create connections with each other and to familiarize them with college life and the rigors of academic study. In the Learning Community, students enrolled at COCC complete coursework that leads to a four-year degree.

3.B.3

Data gathering, as a part of assessment at COCC, informs planning and decision making throughout the institution and offers evidence of the quality of learning, teaching, and service the College supports and provides. All four key areas (institutional, academic, student support, and administrative) regularly gather data that is used for evaluating accomplishment of the four core themes.

Using many of the sources listed below, faculty, staff, and administration rely on data to inform how program and service objectives should be met. Details of application across the core themes are provided in subsequent core theme sections.

The following are the primary data sources used in institution-wide planning efforts. Additional, specific data sources not mentioned here are used for project-specific needs.

- [General Education Outcomes Data Exchange](#)²⁹ (GEODE): Using this online system, faculty enter data regarding student achievement of general education outcomes. This provides both faculty and instructional administration with qualitative and quantitative data to inform course and program planning.
- [Community College Survey of Student Engagement](#)³⁰ (CCSSE): Data from this survey are compared with state and national norms, providing information to improve program and service outcomes.
- [Institutional Effectiveness \(IE\) Reports](#)³¹: IE reports focus on progress toward Board priorities, are provided to COCC's Board of Directors throughout the year and similar to CCSSE, are used to improve program and service outcomes.
- [COCC Graduate Survey](#)³²: COCC administers a survey to all graduates on an annual basis. This survey provides students' perspectives on their experience at COCC. Faculty and staff use the data to analyze accomplishment of program or service objectives.
- [Strategic Enrollment Management](#)³³ (SEM): Data from the institution's SEM process are used to determine and evaluate progress toward institutional enrollment goals, targets and initiatives.
- [Institutional enrollment data](#)³⁴: Wait lists, headcount, FTE, and program-specific reports are evaluated and course offerings are adjusted in order to increase student access and progress toward certificates and degrees.
- Qualitative data, in the form of advisory committees, industry feedback, and state and national best practices are frequently used in the development and assessment of programs and services.

4.A.1

As discussed above, the institution uses a variety of meaningful, assessable, and verifiable data to inform evaluation of core theme objectives. Specific data used to inform assessment and improvement in the core themes are detailed in later sections of this chapter. Each section also provides analysis and discussion of actions that have been taken in response to the ongoing assessment.

4.A.2

COCC systematically evaluates programs and services within institutional, academic, student support, and administrative areas by measuring data against goals. As noted earlier, planning and assessment are characterized by establishing outcomes, developing appropriate indicators, measuring progress by collecting and assessing data, and using results to make continual adjustments and improvements. The recurring nature of this planning and assessment ensures that effectiveness of the system itself is constantly analyzed; if data collected do not provide information needed, the collection process or data source are adjusted to meet the needs of measuring a given outcome or set of outcomes.

Responsibility for assessment is generally held by the lead staff person or committee for each area. For example, the director of the Career, Academic and Personal Counseling Center (CAP Center) oversees evaluation of achievements related to the CAP Center goals, and the Technology Advisory Committee oversees evaluation of achievements related to the Technology Plan. In academic areas, faculty have primary responsibility for assessing programs such as general education (assessed through GEODE), transfer and CTE programs (assessed through varied departmental/program tools described in the core theme sections that follow), and courses (assessed through student achievement of course outcomes). Assessments directly connected with instruction are detailed in the specific core theme sections. However, it is also important to highlight assessment activities from other aspects of the campus. A few highlights include:

- **Financial Aid:** COCC's [Financial Aid Department's assessment plan](#)³⁵ includes a program outcome focused on customer service: "Students will articulate that they are satisfied or very satisfied with the service they receive from the Financial Aid Office." In fall 2011, financial aid applications increased by 10%, phone calls received by 30%, and student satisfaction with services dropped from previous year measurements (COCC Graduate Survey). Based on feedback from students, the [Financial Aid office](#)³⁶ updated its website, created short "how to" videos, and in partnership with other campus departments, implemented an electronic refund option. Because these changes are new, formal assessment results are not yet available; however, internal department measurements indicate a decrease in phone volume within one month of implementing these services.
- **Latino Students:** After a review of institutional enrollment data and regional demographic trends, COCC's Strategic Enrollment Management (SEM) Team recommended a goal to increase the number of Latino students taking credit classes to reflect the demographic makeup of the College's service district. As part of this planning process, a task force was convened to recommend strategies to help reach this goal (see page 6 of the [2010-11 SEM Report](#)³⁷). Several of the strategies are currently in development. Although progress toward this goal is detailed in regular SEM Reports to the Board of Directors and campus, reports are regularly reviewed by the Office of Multicultural Activities.
- **Campus Wireless:** COCC's Information Technology Services (ITS) department includes a program outcome to increase access to and availability of both physical labs and the technology resources available to faculty, students, staff, and contract customers. To best assess progress toward this outcome, the ITS department conducts a student and employee technology survey approximately every three years. Feedback from this survey, along with a qualitative review of best practices, helps direct campus technology needs. Most recently, this resulted in expanding wireless access across the Bend campus and expanding the number of student drop-in computer labs.

4.A.3

COCC prioritizes student learning and achievement, as reflected in the Board priority of continual improvement. This priority specifically refers to the need for an effective, regular, and comprehensive system of assessment of student achievement:

Continual Improvement: Through comprehensive planning and assessment, ensure the College is providing relevant, quality programs and services to best support student learning and educational achievement.

The College began developing its instructional planning and assessment process in 2002, when COCC's lead instructional assessment team, the Faculty Assessment Team, was charged with working with faculty to develop institution-wide general education outcomes. The Faculty Assessment Team met with academic departments as well as with the Academic Affairs committee to solicit input regarding potential general education outcomes. During 2005-06, members of the team visited every instructional department on campus with a draft of potential general education outcomes. Faculty members were asked to determine whether or not their courses addressed the outcomes, and the results confirmed that all of the outcomes were addressed across the curriculum. The Academic Affairs committee oversaw the Faculty Assessment Team's continued development and implementation of the general education outcomes so that an official rubric was adopted for each outcome. (Rubrics are available on the [General Education Outcomes Web page](#)³⁸ in a link next to each outcome.)

Course Assessment

As highlighted in standard 2.C.2, COCC has adopted [course outcomes](#)³⁹ for all COCC credit courses. Following COCC's assessment model, faculty are first responsible to determine outcomes for each course they teach. Course outcomes are included on each course syllabus to ensure students and faculty are clear about learning expectations within the course. Sections of the same course taught by different faculty are required to have the same outcomes, ensuring consistency and rigor across departments. Faculty members are responsible for assessing the accomplishment of course outcomes.

The College has coordinated multiple trainings regarding development and use of rubrics; these are used widely for assessment of student learning. Faculty within each department share rubrics and data obtained from scores in order to ensure consistency and rigor and to determine best practices in teaching. Most of these rubrics are circulated within departments such as those for developmental reading and writing courses (see appendix F), but some are available on faculty Web pages, such as those for [PH 211](#)⁴⁰.

Program Assessment

As reviewed in standards 2.C.1 and 2.C.2 and eligibility requirement 22, COCC has adopted program outcomes for all Career and Technical Education (CTE) programs. Certificate and degree outcomes are available on the [COCC Outcomes and Assessment](#)⁴¹ web page and on each [program's website](#)⁴². COCC's CTE faculty have primary responsibility for assessment of certificate and degree outcomes and do so on a regular basis. Assessment of CTE program outcomes includes data on [student learning](#)⁴³, specific program accrediting body review, advisory committee feedback, and feedback from the Review and Support Committee. Changes based on the assessment of student learning outcomes in CTE programs are presented later in this chapter, throughout Core Theme 2: Workforce Development.

General Education Assessment

As reviewed in standard 2.C.1 and 2.C.2 and eligibility requirement 22, Central Oregon Community College adopted nine general education outcomes and participates in the statewide Associate of Arts

Oregon transfer degree (AAOT, a statewide degree mandating uniform degree outcomes and course requirements). General education outcomes are posted to the [COCC Assessment Web pages](#)⁴⁴, and in the [College catalog](#).⁴⁵

COCC's faculty have primary responsibility for assessment of general education outcomes and have adopted a [three-year assessment cycle](#)⁴⁶ in order to effectively do so. COCC's primary tool for completing assessment of general education outcomes is the use of outcome rubrics. Faculty assess student learning in their courses using the rubrics and enter samples of student work into COCC's [General Education Outcomes Data Exchange](#)⁴⁷ (GEODE). When using the rubrics to assess student work, a majority of faculty reported scores of "above average"; however, nearly all faculty using GEODE plan on further modifications of assignments and pedagogy to improve student learning and progress toward the general education outcomes. Further discussion of GEODE appears later in this chapter in the section titled Core Theme 1: Transfer and Articulation.

4.A.4

Adoption of core themes is relatively new to COCC and campus-wide application of the core themes to the planning of programs and services is just beginning. Several programs and services implemented since the adoption of the core themes are closely connected and were done with deference to the core themes. These include (1) embedded tutoring in chemistry courses, (2) the expansion of various support services in Redmond (tutoring, bookstore, food service, financial aid, enrollment services, and academic advising), (3) development of the Redmond Technology Education Center, (4) new programs to assist Adult Basic Skills students, and (5) the addition of Community Learning options targeted at baby boomers. These programs and examples are discussed in more detail later in this chapter in relation to each core theme.

4.A.5

Even prior to the identification of COCC's core themes, the Board [mission, vision, goals, and priorities](#)⁴⁸ helped campus staff align planning efforts with resource allocation, institutional policies and practices, and assessment activities. The core themes, in turn, solidified past practices and provided the institution with more clarity for future planning. Details and examples of how core theme planning aligned with institutional resources, practice, and assessment are included in the subsequent core theme sections.

As demonstrated throughout this report, evaluation of COCC programs and services is a key institutional value. COCC's ability to align planning, resources, and practices based on findings from such evaluations and in support of all core themes is just as important. To illustrate this alignment, COCC's budget process has allowed the institution to strategically add a significant number of positions in support of core themes during recent years. This includes the addition of new full-time faculty, student support services (academic advisors, financial aid staff, retention specialist), Information Technology staff, and other positions critical to creating the systems in which students can achieve their academic goals. Additionally, COCC's master planning process and community support allowed the campus to successfully pursue a \$41.6 million bond campaign (2009), which includes new buildings in Madras and Prineville (fall 2011), as well as the addition of a Health Careers building (fall 2012), a Science building (fall 2012), and the Redmond Technology Education Center (fall 2013). Access to high quality teaching facilities, as well as the necessary faculty and support services, enhances the institution's ability to make successful progress toward all core themes.

COCC's programs and services are actively engaged in evaluating achievement toward program or service outcomes. Such efforts help the campus identify policy or practice needs, allocate resources in support of program or service outcomes, and best plan for future directions. While examples directly connected to core themes are detailed in forthcoming sections, examples from other areas of the College are highlighted below:

- **Facilities Audit:** A facilities condition assessment was performed on all College owned buildings during 2011. The assessment served to identify deferred maintenance and capital renewal needs as well as categorize any operational cost savings opportunities. Based on this assessment, the College is able to prioritize maintenance and capital improvement projects over the next several years and identify appropriate resources to address those needs.
- **New Student Housing:** COCC's current residence hall was built in the late 1960s and does not meet current student needs, nor does it support institutional needs for recruiting, student services, or summer conferences. To determine future options, COCC contracted with an outside agency to conduct a new student housing feasibility study. This assessment included student focus groups, off-campus market analysis, a student survey, demand analysis, and financial analysis. Based on the results from this in-depth study, the College was able to determine student need, desired room type, number of beds, desired amenities, and anticipated project costs. With this information, the COCC Board of Directors authorized staff to develop a schematic design and cost estimate.
- **Facilities Room Assignment Task Force:** Approximately two years ago, COCC convened a task force to identify potential classroom and office spaces. This group included representatives from across the College (faculty, instructional administration, Student Services, Information Technology, Campus Services, Fiscal Services) and was facilitated by the vice president for administration. Through a facilities use audit and analysis of available space, the task force was able to identify space for additional offices and classrooms. This recommendation was brought for approval to the COCC president, who then allocated resources to support remodeling and other space development needs. When the Health Careers and Science buildings are completed and departments are shifted there, remodeling of existing facilities will begin, creating 86 office spaces and 16 new classrooms. This is in addition to the 60 new classrooms and nearly 80 new offices planned for the new facilities.

4.A.6

During the last decade, COCC has worked to develop a culture of assessment across the institution. This manifested itself in department-by-department assessment efforts, allowing individual areas to continually make forward progress in programs and services. During this time frame, the College developed a formal [planning and assessment model](#)⁴⁹, which codified the connection between institutional planning, operational planning and assessment activities. This planning process relied on the data tools described in standard 3.B.3 as a means of collecting, analyzing, and responding to the data. During this same time, the College identified those data tools which were outdated, underused, or

ineffective and either eliminated or revised them to be more useful tools. These include the elimination of a quarterly “no show” student survey, a graduate survey follow-up, and revisions to enrollment reports and student cohorts. These changes allowed the institution to focus its efforts on meaningful assessment efforts and make data-based decisions to improve institutional performance.

4.B.1

As described in standard 4.A.6, COCC has developed a strong culture of assessment across the institution. Data are gathered in a variety of ways within four key assessment areas: institutional, academic, student support services, and administrative. The College’s assessment model includes program or service outcomes, indicators of achievement (specific to both the core theme indicators and individual department assessment plans) and data to inform planning, resource allocation, and practice. Core theme indicators and results of assessment efforts are explored in each subsequent core theme section.

Results of these assessments are provided to the appropriate groups at appropriate times throughout the year. This includes regular reports to the COCC Board of Directors (Institutional Effectiveness data, SEM Reports), to the state of Oregon’s Office of Community Colleges and Workforce Development (institutional enrollment data, data as related to Oregon’s Milestone and Momentum Points, TOPS reporting) and to the campus community (accreditation self-study, Institutional Effectiveness data, SEM Reports).

Individual core theme sections later in this chapter illustrate how the College assesses each theme, including related programs and services.

4.B.2

Central Oregon Community College is committed to promoting and fostering a culture of assessment. The assessment process is intended to guide and formalize decision making about program and degree needs and how courses meet those needs, while recognizing that our primary focus is on improving student learning and retention. The College is also committed to developing a “ground-up” approach to the assessment process in which demonstrations of student learning occur naturally within the classroom and each faculty member is invested in the process. COCC’s goals are to use the assessment process to evaluate how well students are meeting course, program, and degree expectations, and we make improvements and develop programs on the basis of assessment findings. Specific evidence of assessment, actions taken, and how results are shared with stakeholders, is included in subsequent core theme sections.

Endnotes

- ¹ COCC Assessment Web page: <http://assessment.cocc.edu/instr/prog/default.aspx>
- ² CTE Program Listing & Outcomes: http://current.cocc.edu/Degrees_Classes/Academic+Programs/default.aspx
- ³ Current Students & Learning Outcomes: <http://current.cocc.edu/default.aspx>
- ⁴ Prospective Students & Learning Outcomes: <http://new.cocc.edu/default.aspx>
- ⁵ General Education Learning Outcomes: <http://assessment.cocc.edu/instr/GenEd/default.aspx>
- ⁶ General Education Assessment Cycle: <http://assessment.cocc.edu/UserData/Documents/assessment/Gen%20Ed/3%20Yr%20cycle%20Gen%20Ed%20Assessment%202.pdf>
- ⁷ Outcome Rubrics: <http://assessment.cocc.edu/instr/GenEd/default.aspx>
- ⁸ General Education Outcomes Data Exchange: <http://assessment.cocc.edu/instr/GEODE/default.aspx>
- ⁹ Mission, Vision, and Board Goals: <http://visitors.cocc.edu/About/Mission/default.aspx>
- ¹⁰ Strategic Plan: <http://rap.cocc.edu/Strategic+Planning/StratPlan2013/default.aspx>
- ¹¹ COCC Planning and Assessment Model: <http://visitors.cocc.edu/About/Planning/Default.aspx>
- ¹² Operational Plans: <http://rap.cocc.edu/Strategic+Planning/default.aspx>
- ¹³ Assessment Plan: <http://assessment.cocc.edu/default.aspx>
- ¹⁴ Mission, Vision, and Board Goals: <http://visitors.cocc.edu/About/Mission/default.aspx>
- ¹⁵ Board Priorities: <http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx>
- ¹⁶ Operational Plans: <http://rap.cocc.edu/Strategic+Planning/default.aspx>
- ¹⁷ Strategic Enrollment Management Plan: <http://rap.cocc.edu/Strategic+Planning/default.aspx>
- ¹⁸ Technology Plan: <http://rap.cocc.edu/UserData/Documents/rap/Technology%20Plan.pdf>
- ¹⁹ COCC Planning Model: <http://visitors.cocc.edu/About/Planning/Default.aspx>
- ²⁰ Institutional Assessment: <http://assessment.cocc.edu/Institutional/default.aspx>
- ²¹ Academic Assessment: <http://assessment.cocc.edu/instr/default.aspx>
- ²² Student Support Services Assessment: <http://assessment.cocc.edu/student/default.aspx>
- ²³ Administrative Assessment: <http://assessment.cocc.edu/Administrative/default.aspx>
- ²⁴ College Now: <http://dualcredit.cocc.edu/>
- ²⁵ Math Redesign: <http://math.cocc.edu/mathlab/default.aspx>
- ²⁶ CCSSE: <http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx>
- ²⁷ Graduate Survey: <http://rap.cocc.edu/IR/Survey/GradSurvey/default.aspx>
- ²⁸ Campus Climate Survey: <http://rap.cocc.edu/IR/Survey/CampClimate/default.aspx>
- ²⁹ General Education Outcomes Data Exchange: <http://assessment.cocc.edu/instr/GEODE/default.aspx>
- ³⁰ Community College Survey of Student Engagement: <http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx>
- ³¹ Institutional Effectiveness (IE) Reports: <http://rap.cocc.edu/InstEffect/default.aspx>
- ³² COCC Graduate Survey: <http://rap.cocc.edu/IR/Survey/GradSurvey/default.aspx>
- ³³ Strategic Enrollment Management: <http://rap.cocc.edu/Strategic+Planning/default.aspx>
- ³⁴ Institutional Enrollment Reports: <http://rap.cocc.edu/IR/default.aspx>
- ³⁵ Financial Aid Department Assessment Plan: <http://assessment.cocc.edu/student/FinancialAid/Default.aspx>
- ³⁶ Financial Aid Office: <http://finaid.cocc.edu/>
- ³⁷ 2010-11 SEM Report: [http://rap.cocc.edu/UserData/Documents/rap/SEM/SEM%202010-11%20Final%20Report%20\(2\).pdf](http://rap.cocc.edu/UserData/Documents/rap/SEM/SEM%202010-11%20Final%20Report%20(2).pdf)

- ³⁶ General Education Outcomes: <http://assessment.cocc.edu/instr/GenEd/default.aspx>
- ³⁸ Course Outcomes: <http://assessment.cocc.edu/instr/course/default.aspx>
- ³⁹ PH 211: http://coccweb.cocc.edu/bemerson/public_html/physics/PH211/211labs/rubrics/R211RockDrop.html
- ⁴⁰ COCC Outcomes and Assessment: <http://assessment.cocc.edu/instr/prog/default.aspx>
- ⁴¹ CTE Programs & Degree Outcomes: http://current.cocc.edu/Degrees_Classes/Academic+Programs/default.aspx
- ⁴² Student Success by Program: <http://rap.cocc.edu/IR/EnReport/EnrollbyProgram/default.aspx>
- ⁴³ General Education Outcomes: <http://assessment.cocc.edu/instr/GenEd/default.aspx>
- ⁴⁴ College Catalog & General Education Outcomes: <http://current.cocc.edu/UserData/Documents/current/catalog/2011-12%20Pathways%20pp%2036-51.pdf>
- ⁴⁵ General Education Assessment Cycle: http://assessment.cocc.edu/UserData/Documents/assessment/Gen%20Ed/3%20yr%20cycle%20Gen%20Ed%20Assessment%20_2_.pdf
- ⁴⁶ General Education Outcomes Data Exchange: <http://assessment.cocc.edu/instr/GEODE/default.aspx>
- ⁴⁷ Mission, Vision, and Board Goals: <http://visitors.cocc.edu/About/Mission/default.aspx>
- ⁴⁸ COCC Planning and Assessment Model: <http://visitors.cocc.edu/About/Planning/Default.aspx>