

**CENTRAL OREGON**  
community college



**Transfer & Articulation Core Theme**

## TRANSFER & ARTICULATION CORE THEME

### Standard 3.B – Planning in Transfer and Articulation

The core theme of transfer and articulation grows out of several aspects of COCC’s planning systems, including [Board goals](#)<sup>1</sup> and [priorities](#)<sup>2</sup>. The Board goal that students will “have academic achievements and learning skills necessary to transfer and articulate successfully beyond the community college level” is reflected in this core theme and relates to the largest percentage of COCC students. (48% of certificate and degree-seeking students declared a transfer major in 2010-11.) In addition, the Board priorities of access and success emphasize effective design and implementation of systems and strategies to support students as they achieve their academic goals. Planning for this core theme has guided the adoption of several programs, services, and practices that support transfer and articulation: transfer programs, general education outcomes, enrollment services, non-traditional course offerings, College Now, and the faculty promotion process.

### Standard 4.A – Assessment in Transfer and Articulation

Four objectives motivate planning and assessment for this core theme, and each of these objectives also relates to one or more Board priorities.

- 1.1: Design entry and support services to promote access and success for students intending to transfer.**
- 1.2: Provide students with the opportunities to make reasonable progress toward degree completion and/or transfer.**
- 1.3: Provide students with a rigorous general education experience via high quality teaching. Faculty members are expected and supported to continuously improve teaching pedagogy and content expertise.**
- 1.4: Students with the intent to transfer are able to do so successfully.**

As the institution developed its core themes, the Accreditation Coordinating Team (ACT) identified data sources that would be effective assessment tools for the evaluation of the core theme objectives. Data for the transfer and articulation core theme are collected through the following sources:

- Community College Survey of Student Engagement (CCSSE)
- COCC Graduate Survey
- Strategic Enrollment Management (SEM) measurements
- General Education Outcomes Database Exchange (GEODE)
- Institutional Effectiveness reports
- Oregon University System data/reports
- Promotions data

These sources provide historical and current information on student perceptions of support systems, retention rates and transfer student success, course availability, the impact of general education

outcomes, and faculty contributions toward learning. The data also provide significant feedback on the success of high school students participating in COCC classes and their enrollment in post-secondary education.

During the past 10 years, COCC's Student Services division has grappled with the best process to effectively assess its programs and services. Student Services explored models from a variety of institutions, as well as the Council for the Advancement of Standards (CAS) approach, none of which provided outcomes that aligned with our organizational structure, campus culture, or assessment needs. Working with the director of student services assessment from Oregon State University, COCC adopted its current model (described in the next section) in 2008–09. Since that time, each of the divisions within Student Services developed [department-wide assessment plans](#)<sup>3</sup> and have begun work on evaluating progress toward those plans. While the Student Services division assessment plans are broad in scope, specific elements regarding admissions, financial aid, and advising services specifically correlate to the transfer and articulation core theme and are discussed in the sections that follow.

### Assessment of Programs and Services

Programs and services that support the transfer and articulation core theme use data from the sources named above to evaluate program effectiveness following this assessment model: (1) desired outcomes are established, (2) methods of achieving the outcomes are determined, (3) progress toward achievement of outcomes is evaluated regularly using quantitative and qualitative data, and (4) changes are made as needed for improved outcomes. Responsibility for such planning and assessment is held within each service unit and in the case of course or academic program outcomes, faculty play the lead role.

### Assessment of Student Achievement

Assessing student achievement is integral to COCC's commitment to student success, and faculty develop and evaluate course, program, and degree outcomes. All credit courses have specific [outcomes](#)<sup>4</sup>, which are established by faculty and included on course syllabi. In the case of courses that are taught throughout the state, COCC's outcomes are similar or identical to other institutions. An example of course outcomes shared among several faculty, as well as faculty across the state, are those for Human Anatomy and Physiology. Students completing this course (BI 231) will be able to do the following:

- Explain the structures and functions of normal body systems.
- Use appropriate terminology to effectively communicate information related to anatomy and physiology.
- Recognize and explain the interrelationships between and within physiological systems of the human body.
- Approach and examine issues related to anatomy and physiology from an evidence-based perspective (critical thinking).
- Access, evaluate and use resources to stay current in emerging knowledge about the human body.
- Make a connection between anatomy and physiology knowledge and practical applications.

Multi-section courses, such as Human Anatomy and Physiology, may be taught by different instructors,

but consistency is ensured through the use of shared outcomes and shared assessment tools in some cases.

In addition to course outcomes, transfer courses are also assessed using general education outcomes. The nine general education outcomes selected by COCC establish what a student should know and be able to do as a result of completing a COCC degree:

- Aesthetic Engagement: Students will engage in informed discussion of the meaning and value of aesthetic expression.
- Communication: Students will speak, read, write, and listen effectively.
- Critical Thinking: Students will analyze, interpret, and synthesize ideas and information.
- Cultural Awareness: Students will explain how cultural context shapes human perceptions and values.
- Health Choices: Students will identify responsible health and safety procedures.
- Quantitative Reasoning: Students will apply appropriate mathematics to analyze and solve problems.
- Scientific Reasoning: Students will apply scientific inquiry to arrive at informed conclusions.
- Technology and Information Literacy: Students will use computer technology to gather, process, and communicate information.
- Values and Ethics: Students will evaluate the ethical dimensions of arguments and the consequences of decisions.

COCC's primary tool for completing assessment of these outcomes is the use of [outcome rubrics](#)<sup>5</sup> (linked next to each outcome on the General Education Outcomes Web page), and outcomes are evaluated on a [three-year assessment cycle](#)<sup>6</sup>. Faculty-developed rubrics are shared at an annual in-service day dedicated to assessment of general education outcomes. During the year, faculty choose specific assignments with which to assess student learning in one of the nine general education outcomes. They enter findings into COCC's recently piloted [General Education Outcomes Data Exchange](#)<sup>7</sup> (GEODE), sharing information regarding student accomplishment of outcomes. Because courses lend themselves to some but typically not all of the nine outcomes, instructors assess only those outcomes related to their assignments and courses. Over time, it is expected that data will emerge for all nine outcomes. Data collected in this system help faculty identify areas of strength and opportunities for improvement of the general education program. Examples of this data analysis and associated changes are addressed as part of the transfer and articulation objectives analyses.





## Standard 4.B – Improvement in Transfer and Articulation

In the following pages, tables illustrate the systems through which COCC evaluates its achievement in the core theme of transfer and articulation. As with all core themes, progress toward each objective is identified and tracked using specific indicators. Data within these tables is summarized with commentary below, followed by a discussion of actions taken that contributed to achievements and future actions that can be taken to improve our scores. Assessment is an ongoing practice, with results published regularly for stakeholders, after which modifications are made to improve effectiveness. (See section 4.B.2. earlier in this chapter for a more complete discussion of the nature of reporting.)

### Objective 1.1: Design entry and support services to promote access and success for student intending to transfer.

COCC sees support programs and services as essential for access and success. While important for all students, this section of the report focuses on support strategies that benefit transfer and articulation students. COCC strives to have efficient and well-run support services that make it easy for students to concentrate on their learning. As part of this effort, the College gathers student perspectives on these services through a variety of tools, described and analyzed below.

Table 4.2: Indicators, benchmarks, status, score, and source of data for Objective 1.1, Core Theme 1: Transfer and Articulation

Indicator	Benchmark		Status	Score	Source
	Yellow	Green			
1.1.a: Student satisfaction with support for learners, full time and part time (CCSSE normed score, not percentage)	FT - 52.8	56.6	50.9		CCSSE 2010-11
	PT - 48.1	51.5	47.2		
1.1.b: Student satisfaction with: Admissions/entry services Accuracy of information Financial aid services	80%	85%	87.5%		COCC Gradu- ate Survey 2010-11
	80%	85%	84.4%		
	80%	85%	75.5%		
1.1.c: Student satisfaction with: Financial aid advising Academic advising					CCSSE 2010-11
	50%	60%	50.9%		
	50%	60%	70%		
1.1.d: First-time, certificate/ de- gree seeking students will return for a second consecutive term	72%	75%	81%		SEM 2009-10 data

#### Summary of data for Objective 1.1

Surveys of student satisfaction indicate that COCC does very well in some areas and has room for improvement in others. According to [CCSSE data](#)<sup>8</sup>, COCC's score on the national benchmark "Support for Learners" was below the 50<sup>th</sup> percentile for all schools participating nationally and did not meet internal benchmarks. Scores are based on student responses regarding several classroom factors that support learning, including whether or not the student participated in classroom discussions, made a classroom presentation, participated in group work as part of a course, worked with classmates outside of class, and related areas.

Results from the [COCC Graduate Survey](#)<sup>9</sup> show high levels of student satisfaction with specific support areas such as COCC's admissions/entry services and academic advising, exceeding the benchmark in both areas. In addition to the information listed in the table above, several additional response sets from the Graduate Survey are positive:

- 83.8% indicated they were “satisfied” or “very satisfied” regarding the accuracy of information received in Enrollment Services (COCC Graduate Survey, 6j).
- 91.3% indicated they were “satisfied” or “very satisfied” regarding the ease of finding information on admissions and registration policies, processes, dates, and deadlines (COCC Graduate Survey, 10c).
- 87.9% indicated they were “satisfied” or “very satisfied” in relation to whether the students’ academic advisors guided them in developing an academic plan to help them reach their goals (COCC Graduate Survey, 10e).

Student satisfaction may also be reflected in students’ decisions to continue for a second consecutive term, and in this area COCC did well. According to SEM data, 81% of first-time degree-seeking students returned, exceeding institutional benchmarks.

An initial review of data associated with student satisfaction with financial aid services paints a conflicting picture. With 75.5% satisfaction with financial aid services from COCC graduates and 50.9% satisfaction with financial aid advising from a selection of all students, COCC does not meet benchmarks for indicator 1.1.b and barely does so for 1.1.c. However, other data suggests different perspectives:

- 90.7% indicated that they “agree” or “strongly agree” that information and up-to-date financial aid policies and resources were made available (COCC Graduate Survey, 10a)
- 94.3% indicated that they “agree” or “strongly agree” that the financial aid staff were professional in their interactions with students (COCC Graduate Survey, 10b)

Internal data and comparisons to peer institutions indicate that COCC’s financial aid processing time has remained among the fastest in the state, despite an unprecedented growth in the numbers of students receiving aid and the amount of aid awarded. 1,810 students received aid in 2006-07, and 5,847 students received aid in 2010-11. In 2006-07, COCC paid \$9,416,561 in total financial aid dollars, and by 2010-11, this amount increased to \$48,091,044.

Given the conflicting data and responsiveness of aid processing, additional research is needed to determine whether or not the above indicators and benchmarks are appropriate.

#### **Actions taken to support assessment results for Objective 1.1**

Several actions taken over the last few years may have contributed to student satisfaction with entry and support services as expressed in the survey results above. Actions are designed to improve results in areas for which we did not meet our benchmarks.

In relation to support services, COCC expanded the Redmond campus services through the addition of a bookstore, food service, and tutoring and expansion of enrollment services and academic advising availability. In addition, various enrollment-related services (admissions, registration, financial aid, cashiering, and advising) are now provided during evening or weekend hours as well. Entry services are also improved through a new wait list process whereby students are automatically moved from wait list to registered status once a seat becomes available. This change enables students to better know whether they will be able to access courses and plan for alternatives, improving the timely progression toward a certificate or degree. In support of advising services, the College also implemented

GradTracks, an online degree audit and advising tool. This tool enables students and advisors to track progress toward certificates or degrees using real-time data, putting critical advising information directly in the hands of students. To help students reduce concerns regarding the cost of their education, the College will continue to offer College Now/Transfer programs, which provide high school students the opportunity to earn college credit at significantly discounted rates.

Excellent and easily accessible financial aid services are critical to the support provided to students. COCC's financial aid office serves as one of several support systems for students taking credit courses who receive financial aid. The department's [assessment plan](#)<sup>10</sup> includes an outcome that "students will indicate that they are satisfied or very satisfied with the service received." Relying on data from the annual COCC Graduate Survey, as well as internal department measurements (number of Individual Student Information Records processed, processing time, telephone and email volume, and other measurements), the financial aid office has adjusted staffing to meet student demand during peak times. Additionally, the department has expanded outreach activities and redesigned communications to increase the number of students applying for and receiving aid and implemented new technologies to ensure efficient and timely awarding of financial aid dollars.

In regard to student retention, COCC's initial [Strategic Enrollment Management](#)<sup>11</sup> (SEM) plan included goals that emphasized short- and long-term retention ([SEM Report Update](#)<sup>12</sup>, pages 8-9). In support of this goal and this core theme objective, COCC implemented several strategies to increase student persistence:






- Expanded outreach regarding financial aid and significantly increased the number of students receiving aid
- Developed and hired a student retention specialist position to lead institution-wide retention efforts
- Streamlined and mandated key entry-point student success requirements such as an application deadline, placement test requirements for students taking credit classes, and required advising for all certificate or degree-seeking students prior to registration

Finally, discussions have begun regarding an expansion of other support mechanisms such as Learning Communities and implementation of an early alert program, mandatory prerequisites, and peer-assisted interventions.

### **Objective 1.2: Provide students with the opportunities to make reasonable progress toward degree completion and/or transfer.**

Providing students the opportunity to complete their educational goals in a timely manner is another objective of Core Theme 1: Transfer and Articulation. Data gathered from four sources indicates that we have met goals in some areas and have progress to make in others. This data and related actions are summarized below the table.

Table 4.3: Indicators, benchmarks, status, score, and source of data for Objective 1.2, Core Theme 1: Transfer and Articulation

Indicator	Benchmark		Status	Score	Source
	Yellow	Green			
1.2.a: Student satisfaction with course sequencing as related to progression and timely completion	70%	75%	61.8%		CCSSE 2010-11
1.2.b: Student satisfaction with availability of courses at times students can take them	55%	60%	51.5%		COCC Graduate Survey 2010-11
1.2.c: Number of credit courses offered by non-traditional methods	+10%	12%	1,108 (+16%)		SEM 2009-10 to 2010-11
1.2.d: College Now student participation (three-year rolling average)	+15%	20%	825 (-19%)		COCC Enrollment Reports, IE Reporting: Partnerships, K-12 2008-09 to 2010-11
1.2.e: Percentage of high school seniors who took a COCC college-level credit class then matriculated to any post-secondary institution the year following high school graduation	65%	75%	73%		IE Reporting: Partnerships, K-12

**Summary of data for Objective 1.2**

Feedback from students indicates that in sequencing and availability of courses, COCC falls short of its benchmarks. Although the state average was 70% (according to a state-submitted question on the CCSSE), only 61.8% of COCC students agreed with the statement “Courses at this college are offered in such a way that I can take them in the recommended sequence and complete my certificate/degree on time.” Regarding availability of courses, [COCC’s Graduate Survey](#)<sup>13</sup> asks whether courses are offered at times convenient for the student. 51.5% of graduates agreed with this statement, but the College strives for a minimum of 55%.

On the other hand, the College exceeded the benchmark for indicator 1.2.c. on offering courses through non-traditional means. Non-traditional means includes courses offered online, as hybrid classes, on weekends, and outside of Bend. All of these have increased in the last five years. (In 2009-10 the College offered 638 non-traditional offerings; in 2010-11 we offered 1,108). Since 2007-08, specific modalities have increased by the following percentages:

- Online: +135%
- Hybrid: +73%
- Weekend: +39%
- Outside of Bend campus: +69%



All of these modalities increase access and facilitate student progress toward their degrees. Two other programs also facilitate access and progress: [College Now](#)<sup>14</sup> and enrollment of high school students in credit classes. As described on COCC's website, "College Now is a partnership between Central Oregon Community College and area high schools that served 825 students in 2010-2011. The program offers high school students the opportunity to earn college credit while in high school." The program includes student participation in two areas: career and technical education and transfer courses. The College set a goal of increasing enrollment by 15% each year. The number of transfer-related courses offered each year has remained consistent; however, the number of participants has declined since 2008-09:

- 2010-11: 825 students enrolled
- 2009-10: 905 students enrolled
- 2008-09: 1,024 students enrolled

Thus, we have not met the benchmark for College Now enrollment; however, we did meet the benchmark in relation to area high school seniors who took at least one COCC credit course. According to updates to COCC's [Institutional Effectiveness report](#)<sup>15</sup>, 2010-11 cohort data indicates that 73% of high school students taking at least one class at COCC matriculated to a post-secondary institution within one year of high school graduation.

#### **Actions taken to support assessment results for Objective 1.2**

Course availability is a concern for a significant number of students and much of this can be attributed to unprecedented enrollment growth. In 2006-07, the last of many years of stable enrollment, COCC's credit student headcount was 7,090. Four years later, enrollment had grown by 53% to 10,843. Despite the challenges associated with this growth, COCC is committed to providing opportunities for students to make reasonable progress toward their academic goals.

In response to increased demand for courses, especially those offered in non-traditional formats and non-traditional times, the College has made many modifications to institutional programs and services. COCC is aggressively addressing student demand for more classes in evenings and on weekends. Since 2005-06, COCC has increased the number of courses offered at these non-traditional times by 102%. In addition, COCC has added course offerings in locations throughout our broad geographical district.

Credit courses offered outside of the Bend campus have increased 94% since 2005-06. Addressing both timing and location, COCC has also increased its hybrid and online offerings. Since 2005-06, online and hybrid classes have increased 93%, from 176 to 340. For faculty who want to teach in these formats, COCC offers intensive, high quality training. The cornerstone of these trainings is a six-week intensive course called the [Hybrid and Online Teacher Training](#)<sup>16</sup> (HOT) workshop. To date, 103 instructors have successfully completed HOT. Faculty who teach online must have successfully completed the HOT course before beginning their online course. All courses offered outside of the Bend campus as well as those offered at non-traditional times and in online and hybrid formats will increase the ability of students to progress efficiently toward their degrees.

While all these changes have happened over several years, as part of the 2011-12 budget, COCC added a significant number of full-time, tenure-track and full-time temporary faculty to increase course offerings of all types. For 2012-13 the College has approved a total of four new positions (Biology,

Chemistry, Veterinary Technology, and Culinary), one conversion of a full-time temporary position to full-time tenure track position (Health and Human Performance), and one additional full-time temporary position (Health Information Technology).

The College also adjusted its summer programs to meet student needs in learning and progress. Beginning in summer 2009, COCC moved from an eight- to a ten-week summer term and just prior to this, adjusted course time blocks. Both of these initiatives allowed COCC to increase the availability of classes and in turn, student progression. Since implementing these changes, COCC was able to increase summer offerings from 281 to 521 courses, an 85% increase in two years. As a result, total headcount during summer term has increased 49% (2009 summer term headcount was 2,179; 2011 summer headcount was 3,246).








Two other initiatives facilitate students' progress toward their academic goals: a change to COCC's wait list process and implementation of an online degree audit system, both of which are detailed in the previous discussion of actions taken in support of objective 1.1. The wait list changes enable students to solidify their schedules prior to the start of the term and avoid last-minute struggles to access classes. The degree audit system assists students in identifying courses needed to complete certificates and degrees. Both of these directly contribute to the objective of providing students with opportunities to make reasonable progress toward degree completion or transfer.

At the curriculum level, the math department has redesigned two of its developmental classes with an eye toward improving student learning and decreasing the time it takes for students to progress through college-level math. COCC's math department identified the [National Center for Academic Transformation's](#)<sup>17</sup> "course redesign" concept as a best practice strategy to increase student access to and success in Algebra 1 (MTH 60) and Algebra II (MTH 65). Under this model, students split their time between standard in-class instruction and time in a dedicated math lab under the guidance of full- and part-time math faculty. In support of this change, the College dedicated the resources needed to remodel two classrooms into math labs and provided the necessary hardware and software. The program was implemented in winter and spring 2011 with preliminary assessments in progress.

**Objective 1.3: Provide students with a rigorous general education experience via high quality teaching. Faculty members are expected and supported to continuously improve teaching pedagogy and content expertise.**

In addition to helping students progress through their academic programs efficiently and effectively, COCC also provides strong academic grounding of transfer students through its general education program. We do this through hiring high-quality faculty who design the curriculum and regularly assess student achievement. Faculty then use assessment results to make changes and continually improve student learning. Comparison of internal and external data provides valuable information on which to base further actions.

Table 4.4: Indicators, benchmarks, status, score, and source of data for Objective 1.3, Core Theme 1: Transfer and Articulation

Indicator	Benchmark		2009-10 Status	Score	Source
	Yellow	Green			
1.3.a: College contribution to a broad general education, full-time and part-time students	FT - 60%	70%	65.6%		CCSSE 2010-11
	PT - 50%	60%	57.3%		
1.3.b: Student perspective of academic challenge (CCSSE normed score, not percentage)	FT - 54.9	57.9	58.4%		
	PT - 46.1	49.3	50.4%		
1.3.c: Qualitative analysis of student achievement on nationally-normed exams	At norm	Above norm	At norm		Department tracking
1.3.d: Percent of full-time faculty submitting assessment results and reflections to COCC's GEODE	65%	80%	82%		GEODE
1.3.e: Qualitative analysis of course improvements based on general education outcome assessment	Result Satisfaction: 75%	Result Satisfaction: 85%	Q		
1.3.f: Percent of faculty successfully completing the annual review process	85%	95%	98%		Personnel Files, 2010-11
1.3.g: Percent of eligible full-time faculty earning a promotion	70%	90%	61%		

### Summary of data for Objective 1.3

According to a review of [CCSSE data](#)<sup>18</sup>, the College met its benchmarks in the area of whether students said COCC contributed to their broader general education. It is important to note that indicator 1.3.a represents COCC's compilation of seven CCSSE questions related to the College's general education outcomes. For students who responded "quite a bit" or "very much," the average scores for full-time students yields a 65.6% favorable response. As expected, part-time average student response (57.3%) is lower than full-time student averages as this population has generally taken fewer courses and possibly has not experienced many of the activities referenced in these questions. The individual questions supporting this indicator and their results are noted in table 4.5.

*Table 4.5: Student opinion on COCC's contribution to a broad education*

Did COCC contribute to your education in the following ways?	Percentage of students responding "quite a bit" or "very much"	
	Full-time	Part-time
Acquiring a broad general education (12 a)	74.6	67.9
Writing clearly and effectively (12 c)	72.0	57.6
Speaking clearly and effectively (12 d)	60.2	53.0
Thinking critically and analytically (12 e)	74.2	68.3
Solving numerical problems (12 f)	66.2	57.6
Using computing and information technology (12 g)	70.5	60.9
Developing a personal code of ethics (12 l)	41.5	35.5

Thus, the overall average falls within our goals. The College will continue to target appropriate strategies to improve part-time students' experience and create balance between the general education components.

Objective 1.3.b refers to student perception of academic challenge. This question is a national CCSSE benchmark area in that it is a compilation of several questions focused on the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance, all of which contribute to a rigorous general education experience. Based on a review of this data, COCC exceeded internal benchmarks of 57.9 for full-time students and 49.3 for part-time students, with full-time student response at 58.4 and part-time student response at a mean of 50.4. COCC ranked above the 80<sup>th</sup> percentile for the CCSSE benchmark in this area.

COCC students perform close to the norm on nationally-normed, content-specific exams to indicate transfer readiness and assess teaching and learning. Faculty at COCC in chemistry, physics, human biology, and math transfer areas have administered these exams. Results include:

- **American Chemical Society Comprehensive Exam:** The chemistry department has kept data for several years regarding sophomore-level students' scores compared to national averages on the American Chemical Society Exam. Based on specific domain results on the exam, faculty have modified their teaching styles to be more student-centered and have determined what material needed more emphasis. Test scores over the past four years have improved significantly. Scores in 2007 for 50-60 students averaged in the 25th percentile of national norms, but after changing teaching styles, 2011 scores rose to the 44th percentile of national norms.
- **Human Anatomy and Physiology Society Comprehensive Exam:** The human biology department has administered the Human Anatomy and Physiology Society's comprehensive exam to determine how student learning in COCC Anatomy and Physiology compares with national norms. Data from 125 students who took the exam in 2007 showed that class averages at COCC ranged from 45.2% to 55.1%, with 50% being the national average. Specific domain results were used by each instructor to improve pedagogy in those areas.

- Graduate Records Exam: The physics department uses the Graduate Record Exam (GRE) subject test in physics to assess students' learning as they exit a sophomore-level physics sequence. Although the instructors use the data in a variety of ways, they have found that of the 60-70 students taking the exam, the average score in conceptual reasoning was half the national average, with some actually reaching national average scores. Since the national norms are set by fourth-year physics majors intending to go to graduate school, COCC instructors interpret the scores of second-year students' conceptual knowledge as "relatively high."

In general, students who have taken nationally-normed exams at COCC have scored around national averages on most exams, reflecting appropriate academic rigor.

Complementing CCSSE results regarding student perspective on general education is the College's qualitative assessment of student learning on general education outcomes. In this analysis, the College uses data from the [General Education Outcomes Data Exchange](#)<sup>19</sup> (GEODE), a tool for collecting assessment data and tracking the ongoing assessment. A qualitative analysis of course improvements based on general education outcomes assessment reveals that of the 125 analysis submissions posted by faculty who indicate whether or not they will adjust their pedagogy, 102 or 82% of the submissions posted by faculty indicate they will. Two themes emerged during this qualitative analysis:

- Faculty rely on assessment results and reflections to improve their teaching, and the proposed revisions are as varied as our student body. Among these revisions are making better connections in the application of theory to practice, being more specific on assignments, including more practice sessions, and revised teaching practices to better achieve these connections.
- Even faculty who are satisfied with the results of their existing teaching practices have found areas that require continued emphasis.

The faculty included in this analysis come from a variety of departments including both transfer and career technical education. GEODE is an extremely useful tool for faculty to connect their practices with their outcomes using measurable results to improve the overall College curriculum as well as communication of information to our students.

Excellent teaching can take many forms and can be defined in various ways. One element of excellence is the ability to refine one's teaching practice, to achieve continuous improvements to one's pedagogy, and to improve upon the learning success of students. Faculty assist students in their learning process, assess students thoughtfully and frequently, and adjust strategies in ways that improve student learning outcomes. At COCC, GEODE is a process of verification that also encourages faculty reflections. These reflections can lead to many significant outcomes for faculty, including but not limited to the following: (1) triggering changes in teaching behavior that can include clarifying expectations of students; (2) raising the bar on a particular activity or outcome; and (3) directing the learning focus upon one of the nine general education outcomes. A high percentage (82%) of faculty are engaged in teaching and assessing the general education outcomes with the goal of instilling degree completers with general skills expected with COCC's associate degrees. This high percentage ensures students are frequently

engaged with general education outcomes across the curriculum.

The annual review and promotions processes demonstrate that faculty members are committed to improved teaching and enhanced student achievement. Ninety-eight percent of faculty in 2010-11 successfully completed an annual review process, which requires evidence of accomplishments in teaching, community involvement, and service to the College. In regard to professional advancement, 61% of eligible faculty earned a promotion in 2010-11, 80% in 2009-10, and 85% in 2008-09. The process is rigorous, having evolved through the years into a relatively detailed, precise, and thorough set of requirements that mandate numerous documents, letters of support, and properly timed evidence of achievement across the four standards: (1) excellence in primary assignment, (2) professional growth and development, (3) service to the College, and (4) service to the community. Though the three-year average of 75% exceeds the targeted benchmarks, the number of eligible faculty earning a promotion does not meet the internal benchmarks for 2010-11. The College will need to assess the appropriateness of this indicator since the 61% promotion rate can be interpreted either as faculty not meeting standard or as setting and maintaining high standards—an institutional strength.

### **Actions taken to support assessment results for Objective 1.3**

Data analysis indicates students are experiencing a rigorous general education at COCC. Although most results meet internal benchmarks, COCC has made modifications as a result of these assessments in order to see continued success toward this core theme objective. For example, to ensure a broad general education and promote consistency, COCC adopted statewide Associate of Arts Oregon Transfer (AAOT) degree requirements in fall 2010, which standardize what is expected of students. For the same reasons, the College adopted the statewide discipline studies alignment, which enables more consistent transferability of courses and programs.






Because general education is central to the College's work in transfer and articulation, faculty have developed assessment tools to measure student learning across the curriculum. The College provides training regarding general education outcomes instruction at an annual fall term in-service day. The primary focus of the in-service is assessment of general education outcomes and the use of assessment rubrics. In addition, COCC implemented the General Education Outcomes Data Exchange (GEODE), described above.

A rigorous general education experience requires a strong, quality faculty. COCC conducts regular course evaluations of all faculty members which requires that new instructors be evaluated every term for two years, and established faculty members are evaluated in all classes once per year. COCC will soon implement online student evaluation of faculty and courses, making mid-term evaluation possible for just-in-time changes in teaching and learning to improve student achievement. In addition, COCC's promotions process requires that faculty demonstrate their commitment to teaching excellence, service to the College, and service to the Central Oregon community prior to receiving promotion and related salary increases. Clear expectations connected to each rank are essential, and in response to this need, a task force was formed in winter of 2011 to clarify expectations and improve upon procedures related to promotion. This work resulted in clarified expectations based upon feedback from all instructional departments and several helpful documents and procedures will be disseminated spring 2012.

**Objective 1.4: Students with the intent to transfer are able to do so successfully.**

Success in the transfer and articulation core theme is also measured by examining transfer rates for those who indicate a transfer major.

*Table 4.6: Indicators, benchmarks, status, score, and source of data for Objective 1.4, Core Theme 1: Transfer and Articulation*

Indicator	Benchmark		2009-10	Score	Source
	Yellow	Green	Status		
1.4.a: Students declaring a transfer major will receive a transfer module or degree within four years	15%	20%	12%		SEM Fall 2006 cohort
1.4.b: Number of students earning a transfer credential (OTM, AS, AAOT, ASOT)	+10%	+15%	+17%		COCC Completions Report 2010-11
1.4.c: Percent of transfer credential completers transferring to a four-year institution within one year of completion	65%	75%	75%		COCC IE Report: Partnerships 2009-10
1.4.d: COCC to OUS GPA after transfer	3.0	3.1	3.1		CCWD/OUS data match, 2009-10 cohort
1.4.e: Rate of COCC students transferring to OUS and graduating within six years	71%	75%	74.1%		CCWD/OUS data match, 2004-05 cohort

**Summary of data for Objective 1.4**

Data gathered in relation to Objective 1.4 paint a complex picture of student intentions and behaviors regarding transfer. The College has set as a goal that a minimum of 15% of first-time students who declare a transfer major will achieve a transfer module or degree within four years, and this benchmark has not yet been achieved. However, when completers were asked "To what extent did you achieve your goal or obtain what you wanted from COCC," 91% of graduates answered "very much so." From 2009-10 to 2010-11, the number of transfer credentials earned increased by 17%, meeting internal benchmarks. The number of students earning a transfer credential has steadily increased since 2007-08 from 177 to 187 students in 2008-09, 228 in 2009-10 and 266 in 2010-11.

Once students complete a transfer degree, the majority are successful in transferring to a four-year program within one year of completion, and those transferring to the Oregon University System (OUS) are among student groups who complete their degrees within a reasonable period of time. Seventy-five percent of 2009-10 students earning a transfer credential met COCC's benchmark in this area. These students, along with COCC students who transferred without a credential, performed well academically. Of the students leaving COCC and transferring to OUS schools, average GPAs were maintained at 3.10, meeting internal benchmarks and exceeding GPAs of other Oregon community college students who transferred to four-year OUS institutions. Of COCC students transferring to OUS, 74.1% graduated

within six years of transferring, meeting internal benchmarks.

Complementing this finding, data from [COCC's Graduate Survey](#)<sup>20</sup> indicates that 63.4% of students were "very satisfied" or "satisfied" with the preparation they received to transfer to another college. Additionally, [CCSSE](#)<sup>21</sup> data indicated 57% of those students wishing to transfer were "very" or "somewhat" satisfied with assistance with transfer credits. Therefore, despite the complex portrait provided by the data related to indicator 1.4.a., the College feels confident that this objective has been met, overall.

#### **Actions taken to support assessment results for Objective 1.4**

Data analysis indicates students are not necessarily completing transfer credentials at the desired rate, but achievement is clear in student success rates post-transfer.

Adoption of statewide AAOT degree requirements, statewide discipline studies alignment, and statewide equivalencies for Advance Placement (AP) and International Baccalaureate credits (fall 2010) has promoted seamless and consistent transferability of courses and programs. COCC also maintains some degree articulation agreements with other colleges and continues to build agreements with Oregon State University–Cascades, its primary four-year university partner.

Several collaborations between COCC and OSU-Cascades are worth special note as they provide the foundation by which students may successfully transfer. In fall 2011, COCC and OSU jointly developed and implemented an Exercise Science articulation agreement to promote transfers and ultimately increase more easily accessed bachelor's degrees in Central Oregon. In addition, the COCC Barber Library purchases, maintains, and circulates materials in support of academic programs for both COCC and OSU-Cascades, providing easy access for students at both schools. COCC and OSU libraries implemented a shared interlibrary loan system this past year. Finally, COCC and OSU jointly designed and piloted a learning community focused on dually admitted students to provide a vibrant freshman experience that will improve student engagement, progress, and degree completion. The OSU-Cascades learning community was piloted in fall 2011. End-of-term survey results indicated that a majority of respondents (79%) were interested in continuing pursuit of their degrees at COCC or OSU-Cascades. They also reported an increased sense of belonging to the College and University communities (71%) and said that they would recommend the learning community to other students (92%).



## Endnotes

- 1 Board goals: <http://visitors.cocc.edu/About/Mission/default.aspx>
- 2 Board priorities: <http://visitors.cocc.edu/About/Mission/Priorities/Default.aspx>
- 3 Student Services Assessment Plans: <http://assessment.cocc.edu/student/default.aspx>
- 4 Course Outcomes: <http://assessment.cocc.edu/instr/course/default.aspx>
- 5 General Education Outcome Rubrics: <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%20\\_2\\_.pdf](http://assessment.cocc.edu/UserData/Documents/assessment/Gen%20Ed/3%20Yr%20cycle%20Gen%20Ed%20Assessment%20_2_.pdf)
- 7 General Education Outcomes Data Exchange: <http://assessment.cocc.edu/instr/GEODE/default.aspx>
- 8 CCSSE data: <http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx>
- 9 COCC Graduate Survey: <http://rap.cocc.edu/IR/Survey/GradSurvey/21356.aspx>
- 10 Financial Aid Assessment Plan: <http://assessment.cocc.edu/student/FinancialAid/Default.aspx>
- 11 Strategic Enrollment Management: [http://rap.cocc.edu/UserData/Documents/rap/COCC\\_SEM\\_Full\\_Report\\_8-09.pdf](http://rap.cocc.edu/UserData/Documents/rap/COCC_SEM_Full_Report_8-09.pdf)
- 12 SEM Report Update: [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)
- 13 COCC's Graduate Survey: <http://rap.cocc.edu/IR/Survey/GradSurvey/21356.aspx>
- 14 College Now: <http://dualcredit.cocc.edu/>
- 15 Institutional Effectiveness report: <http://assessment.cocc.edu/Institutional/effect/default.aspx>
- 16 Hybrid and Online Teacher Training: <http://acs.cocc.edu/Training+Events/default.aspx>
- 17 National Center for Academic Transformation's: <http://www.thencat.org/>
- 18 CCSSE data: <http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx>
- 19 General Education Outcomes Data Exchange: <http://assessment.cocc.edu/instr/GEODE/default.aspx>
- 20 COCC's Graduate Survey: <http://rap.cocc.edu/IR/Survey/GradSurvey/21356.aspx>
- 21 CCSSE: <http://rap.cocc.edu/IR/Survey/CCSSE/default.aspx>