



CENTRAL OREGON
community college

MID-CYCLE SELF-EVALUATION REPORT
Northwest Commission on Colleges and Universities
Submitted: March 2015

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Appendix B provides a list of all supporting documents. Each document is hyperlinked and numbered within this report and provided on the [accreditation resource web page](#).

Preface

Central Oregon Community College is a two-year public community college with 16,901 students enrolled in college credit and non-credit classes in 2013-14. The main campus is located in Bend, Oregon, with instructional sites in the nearby communities of Redmond, Madras, and Prineville. The COCC district covers a 10,000-square-mile area including all of Crook, Deschutes, and Jefferson Counties, as well as the southern part of Wasco County and the northern portions of Klamath and Lake Counties. A seven-member board of directors, elected from varied geographic zones, governs the College, which employs 120 full-time faculty, 52 adjunct faculty, approximately 164 part-time instructors, and more than 200 staff.

Highlights of key changes at the College since 2010

Central Oregon Community College has experienced significant change in the past several years. The following summary illustrates some of the key changes at the institution since 2010:

Leadership changes

Dr. Shirley I. Metcalf was named permanent president in March 2015, after serving for six months as interim president. Metcalf's appointment followed the retirement of Dr. James Middleton, Central Oregon Community College's president of ten years.

Diana Glenn serves as the interim vice president for instruction (VPI), beginning winter 2015. She is the fifth VPI since 2010 (three permanent and two interim).

The College increased the number of instructional deans from two to three in 2010 and has had seven individuals serving in these roles since 2010. The current instructional deans are Dr. Michael Fisher, Dr. Chad Harris, and Dr. Jennifer Newby.

New strategic plan

From 2011 to 2013, COCC engaged the Central Oregon community as well as the College's students, faculty, staff, administration, and board of directors in an inclusive process to develop the College's strategic plan ([Setting Strategic Direction for 2013¹](#)). The board of directors approved the [2013-18 Strategic Plan²](#) in June 2013. The College uses this document to plan and guide programs and services.

College Planning Team

In 2014, the College formally adopted a planning model that established the College Planning Team (CPT) and five theme teams. These five theme teams are: Institutional Sustainability, Transfer and Articulation, Workforce Development, Basic Skills, and Lifelong Learning. The CPT coordinates College planning efforts, including the work of the theme teams, which define and assess the five themes outlined in COCC's strategic plan.

Academic Master Plan

In winter 2014, the vice president of instruction convened a task force to develop an [Academic Master Plan³](#). Still in development, the Academic Master Plan (AMP) will identify potential instructional priorities and provide a framework that will help guide instructional decision

making and planning from 2015 to 2018. The AMP task force is composed of faculty, instructional leadership, and staff from across the institution.

Student success initiatives

In spring 2013, a task force researched, identified, and prioritized key [student success initiatives](#)⁴ related to the institution's mission. The task force identified three initiatives for further exploration: 1) a first-year experience (FYE) program, 2) early interventions aided by earlier enrollment deadlines, and 3) automatic awarding of certificates or degrees. The early interventions work was put on hold because of potential overlap with FYE; however, another task force was formed to examine how federal changes to financial aid regulations might be implemented to foster student success. All task forces finalized their proposals in late fall 2014. As of the time of this report, proposals are pending approval by the College president.

New programs/certificates/degrees

The College has added several new programs, certificates, and degrees since the 2012 accreditation visit:

- Center for Entrepreneurship Excellence and Development (CEED) – New Venture Creation certificate and Associate of Applied Science (AAS) in Entrepreneurial Management
- Early Childhood Education – Child, Family and Community Studies certificate
- Non-Destructive Testing and Inspection – AAS and one-year certificates in Ultrasonic Inspection, Eddy Current Inspection, Magnetic Particle and Dye Penetrant Inspection, and Radiological Inspection
- Unmanned Aerial Systems – AAS
- Veterinary Technician – AAS

Facilities

A 2009 bond measure provided \$54 million for construction of six buildings throughout the COCC district. In addition, the COCC Foundation raised \$3 million for a new culinary arts facility. The buildings, with opening dates, include

- Jungers Culinary Center, 2011
- Madras Campus (instructional site), 2011
- Prineville Campus (instructional site), 2011
- Heath Careers Center, 2012
- Science Center, 2012
- Redmond Technology Education Center, 2014

Outcomes-based assessment

The College began piloting an outcomes-based assessment of student learning in 2013-14. The pilot project, grounded in the work of Ruth Stiehl and Don Prickel, was initiated through the theme teams and focused on student learning outcomes at the course, program, and theme levels. The pilot activities laid the foundation for outcomes assessment in instruction, and the College is exploring whether this [model](#)⁵ or other options may be most effective in non-instructional areas.

Data management

The College established the [Data Stewardship Advisory Committee](#)⁶ in spring 2013 to develop a cohesive approach to managing and using data to support institutional decisions.

Recent accreditation history

In spring 2011, a three-person peer evaluation team from the NWCCU conducted a year one evaluation, COCC's first evaluation under the new standards and seven-year cycle. The evaluation was organized via teleconference and the review took place off site. Follow-up teleconference meetings took place as needed and as authorized by the Commission.

The following year, spring 2012, NWCCU conducted COCC's year seven comprehensive evaluation under the new standards and seven-year cycle. The compressed timeline was due to the fact that COCC's last comprehensive review was in 2002. The College's accreditation was reaffirmed in July 2012 on the basis of the year seven comprehensive evaluation.

From March 1 to May 17, 2013, a three-person peer-evaluation team from the Commission conducted a year one peer evaluation of COCC. The evaluation consisted of teleconferenced meetings authorized by the Commission and was based upon the Commission's 2010 Accreditation Standards and Eligibility Requirements.

All reports and NWCCU responses are on the College's [accreditation web page](#)⁷.

Conclusion

The Central Oregon Community College board of directors, faculty, and staff are committed to the NWCCU accreditation standards. This mid-cycle evaluation report will address the progress the College has made in developing a comprehensive assessment model associated with each core theme. The report also describes the developing organizational structure that supports strategic planning and accreditation as well as how the College engages stakeholders from across the institution.

This Year-Three Self-Evaluation Report was prepared by COCC's Accreditation Coordinating Team (ACT):

Michele Decker, professor, nursing
Michael Fisher, instructional dean
Diana Glenn, interim vice president of instruction
Annemarie Hamlin, associate professor, English
Chad Harris, instructional dean
Julie Hood-Gonsalves, professor, biology
Kevin Kimball, chief financial officer
Matt McCoy, vice president for administration
Shirley I. Metcalf, president and ALO

Alicia Moore, dean of student and enrollment services
Jenni Newby, instructional dean
Stephen Newcombe, assistant to the VPI
Ron Paradis, director of college relations
Brynn Pierce, director of institutional effectiveness
Tony Russell, assistant professor II, English
Jerry Schulz, interim extended learning dean

Part I: Aligning mission, mission fulfillment, and sustainability

Central Oregon Community College’s comprehensive assessment plan is developing within the context of the College’s updated mission, strategic plan, and many institutional changes. This section describes COCC’s plan for aligning our mission with mission fulfillment and sustainability.

Assessing mission fulfillment: How does it work? Who participates?

COCC’s board of directors, faculty, and staff are continuing to improve the process of assessing mission fulfillment. A recent critical improvement was reviewing and updating the mission and accompanying strategic plan. The COCC board of directors approved the updated mission and [2013-18 Strategic Plan²](#) in June 2013 following two years of review and data collection from region-wide stakeholders. As a result of this planning, Central Oregon Community College’s new mission is “to promote student success and community enrichment by providing quality, accessible, lifelong education opportunities.” The vision statement further details how COCC seeks to achieve this mission: “To achieve student success and community enrichment, COCC fosters student completion of academic goals, prepares students for employment, assists regional employers and promotes equitable achievement for the diverse students and communities served.”

Mission fulfillment definition

With the mission and strategic plan in place, the College is aligning current assessment activities into a comprehensive assessment plan that allows the College to address mission fulfillment. The comprehensive assessment plan will include assessment of student learning outcomes, establishment of assessment practices in the non-instructional areas, and the summation of that work into institutional level objectives and indicators. In its [2012 accreditation report⁸](#), the College stated, “COCC is committed to its comprehensive mission with mission fulfillment requiring success across the spectrum of core themes” (see page 6). Success is currently measured with a color-coded rating: red signifies achievement that has not yet met the minimum benchmark threshold; yellow signifies achievement at an acceptable level; and green signifies aspirational achievement has been reached. COCC defined mission fulfillment as achieving at least acceptable—yellow—status in 70 percent of the institutional level indicators in each of the four core theme areas. The College will review and evaluate this definition and methodology as we align assessment activities and define institutional level indicators in 2015-16.

Institutional planning and assessment model

The College’s mission and vision are at the center of the institution’s planning and assessment model, as illustrated by figure 1. [Institutional values⁹](#), themes, and strategic objectives serve as the environment and organizational structure by which the College works to achieve its mission and vision.



Figure 1: COCC planning model

For accreditation, the College uses four core themes, developed with the guidance of the NWCCU: Transfer and Articulation, Workforce Development, Basic Skills, and Lifelong Learning. However, the [2013-18 Strategic Plan²](#) has added a fifth theme, Institutional Sustainability, in order to better identify and assess the work that takes place in non-instructional areas of the College. Recently-established planning teams, described below, will guide the College in how to align this strategic planning theme with the four accreditation core themes.

Planning Teams

In order to implement the 2013-18 Strategic Plan, the College piloted [six planning teams](#)¹⁰ in fall 2013: the College Planning Team (CPT) and a team for each of the five strategic planning themes (theme teams). Membership for all six planning teams is drawn from across the institution, and theme teams are co-chaired by a faculty member and an administrator. The CPT is charged with facilitating a comprehensive approach to planning and assessment, including providing guidance to and coordinating the theme teams. The success of this pilot led College Affairs, one of the College's governance committees, to endorse the model. The president then approved the committee structure and purpose for these six committees as permanent committees in spring 2014.

The theme teams are responsible for the summative institutional-level assessment activities. These include understanding and affirming strategic objectives as well as establishing indicators, rationales, and benchmarks for the objectives. Theme teams will have indicators and benchmarks for at least one objective completed by June 2015.

Theme teams also assist the College in addressing NWCCU recommendations related to the accreditation core themes. For example, in an effort to respond to Recommendation 1 (May 2012), the theme teams spent the first part of 2013-14 developing theme-level student learning outcomes. The theme teams also facilitated the introduction and piloting of an outcomes-based assessment process as a means of systematizing student learning outcomes assessment at the course, program, and theme levels. This assessment is anchored by [Theme Outcome Guides \(TOGS\)](#)⁵, tools that help align theme-level student learning outcomes with assessment and performance indicators. The TOGS are at varying stages of development ([Theme-Level Outcome Guides](#)¹¹).

Theme team work will be reviewed by the CPT and then by College Affairs. Any potential changes requiring board approval will be reviewed by the College president and a final version presented to the COCC board of directors for review and approval. CPT provides updates to the president and the board at board meetings and retreats, and the board provides feedback regarding relevance and areas for improvement.

The pilot activities laid the foundation for systematic student learning outcomes assessment in instruction. The College is researching how to support the ongoing work of assessing student learning and whether to adapt the outcomes assessment process to non-instructional activities. A decision on both will be made by the end of 2015-16.

The College is also continuing efforts to align student learning outcomes assessment—specifically the theme outcome guides and assessment results—to the institutional-level strategic objectives and indicators in the strategic plan. As that connection is made, and once the planning teams, president, and board of directors have endorsed the objectives, the College will review overall achievement and determine any needed modifications.

Core themes and objectives: Do they remain valid?

Themes

An early adopter of the newest accreditation standards, COCC chose its four core themes with guidance from NWCCU staff. The four core themes are Transfer and Articulation, Workforce Development, Basic Skills, and Lifelong Learning. Core theme teams, which included representation from multiple

instructional and non-instructional areas of the College, created objectives and indicators in conjunction with the 2013-18 Strategic Plan. In 2014, the theme teams began to refine the objectives and indicators established in the previous year.

The core themes are valid because they directly support the College mission, and the alignment between the core themes and the mission is clear. However, these themes relate primarily to instruction and have limited application to non-instructional parts of the institution. Therefore, assessing mission fulfillment with these four accreditation core themes alone provides an incomplete picture of the institution. Incorporating a fifth core theme—Institutional Sustainability—and further refining objectives and indicators may help the College assess mission fulfillment more comprehensively in the future.

Although not yet a part of our NWCCU accreditation core themes, the fifth theme and its accompanying theme team have already improved planning and collaboration across instructional and other operational units of the College. While the College's core themes directly support the mission, they are perceived as not being inclusive of non-instructional areas of the College. Therefore, the College Planning Team and the theme teams will consider modifying the core themes to be more comprehensive and encompass institution-wide planning and assessment.

Objectives

Theme teams began reviewing objectives in light of NWCCU recommendations and feedback on the 2013 Year One Evaluation Report. Work of the theme teams suggests that some objectives remain valid and measurable, and some require revision. Some teams recommended modifying their objectives to reflect what the College wants to do and is able to measure; modifications may also demonstrate a clearer connection to the themes.

Because the theme teams worked separately, the objectives and the corresponding indicators do not share a similar focus, style, or voice. For example, objectives for three of the core themes focus on institutional concerns, while objectives for the fourth theme focus on student outcomes. Therefore, while theme teams made progress revising objectives for each of the core themes, additional work is needed to develop a common understanding of how objectives should be focused and presented to ensure consistency across themes. The College Planning Team will work with the theme teams to ensure consistency.

Core themes and indicators: Are they providing sufficient evidence to assess mission fulfillment and sustainability?

The level of satisfaction with the indicators varies across the theme teams. During 2013-14 and in early 2014-15, the theme teams began reviewing objectives and indicators using feedback from NWCCU in the 2013 Year One Peer-Evaluation Report. An analysis of initial data related to most indicators is beginning spring 2015. From this information, the College will determine whether the objectives and indicators provide the evidence necessary to assess mission fulfillment.

All core theme teams have adopted the concept of Theme Outcome Guides (TOGs), and their progress toward completion of performance indicators varies. The College Planning Team and theme teams recognize there is a disconnect between the performance indicators in the TOGs and the indicators in the strategic plan and will work to create a stronger link among the documents.

In summary, the College has implemented internal planning structures that bring together College stakeholders from all areas to evaluate and refine the objectives and indicators. However, not all themes teams have begun to identify and review their data. Consequently, determining whether the indicators provide data to evaluate mission fulfillment is premature and will evolve as the College matures into this work.

Part II: Using core themes to achieve our mission

This section highlights two examples of how the College uses learning-focused core themes to achieve its mission. As referenced in Part I, the pilot activities related to assessing student learning are part of the College's comprehensive assessment plan. The examples listed below are from the core themes of Workforce Development and Transfer and Articulation. These examples are pilot models that emphasize the alignment between the core themes, objectives, indicators, and student learning outcomes at the theme, program, and course level.

Example 1: Nursing

Core Theme: Workforce Development

Objective WD.2: Deliver CTE curricula that meets current industry standards

Objective WD.3: Maintain and strengthen opportunities in CTE programs for students to achieve program completion and employment in their area of study

The nursing program consists of 106 credits, including 44 credits of pre-nursing course work and 62 credits of nursing course work. Pre-nursing courses consist of biology, writing, math, computer science, chemistry, nutrition, and developmental psychology. Students successfully completing the first year of the nursing program are qualified to sit for the National Council of State Boards of Nursing Licensing Examination for licensure as a practical nurse (NCLEX-PN); at the end of the second year, students may sit for licensure as a registered nurse (NCLEX-RN).

The purpose of the nursing program, as described in the [Nursing Program Student Handbook¹²](#) is to "provide an accredited nursing education program that prepares students to achieve the Associate of Applied Science in nursing. [COCC] nursing program graduates are prepared to give individualized,

holistic patient care in beginning-level nursing staff positions in the role as provider of care, as manager of care, as communicator, as teacher, and as member within the discipline of nursing” (see page 6).

The nursing program supports mission fulfillment through the Workforce Development theme and objectives WD.2 and WD.3 (listed above) by aligning student learning outcomes and performance indicators that are documented in outcome guides. Three levels of outcome guides support the Workforce Development theme:

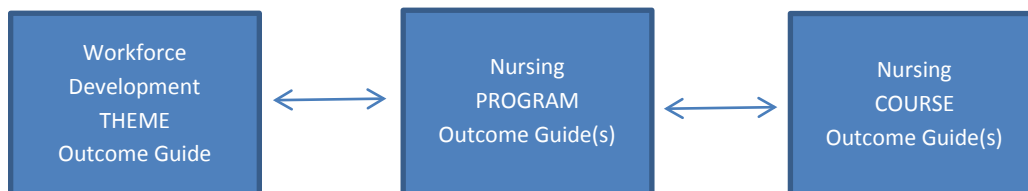


Figure 2: Outcome guides for Workforce Development

Workforce Development Theme Outcome Guide (TOG)

The Workforce Development theme team worked directly with the COCC Career and Technical Education Council (which includes nursing faculty) to develop the [Theme Outcome Guide \(TOG\)](#)¹³.

Nursing Program Outcome Guide (POG)

COCC’s nursing curriculum is outcomes based and uses a design-down educational theory model. Nursing faculty designed its [Program Outcome Guide \(POG\)](#)¹⁴ for both registered and practical nursing levels in 2005-06. Curriculum plans and course outcome guides were generated from these POGs with special attention to leveling, sequencing, and alignment.

Nursing Course Outcome Guide(s) (COG)

The POGs drive the [Course Outcome Guides \(COGs\)](#)¹⁵. Each course has its own COG, as well as a subset of COGs referred to as Skills Lab Outcome Guides (SLOGs). These guides, which are unique to nursing, direct the lab curriculum for each course. Each content hour in lecture has student learning outcomes and learning objectives identified. Course assignments also have identified outcomes and learning criteria. Clinical experiences are directed by course-level student learning outcomes and student performance is measured by the Clinical Assessment Tool. (For one example, see [Nursing 106 Course Syllabus](#)¹⁶.)

One document provides evidence of the alignment between the Workforce Development theme and nursing program student learning outcomes: [Comparison of College Mission to Workforce Development Student Learning Outcomes](#)¹⁷.

Nursing program comprehensive assessment plan

COCC’s nursing program is evaluated each academic year by the nursing faculty. The evaluation involves assessing student learning and reviewing a set of internal and external program performance indicators, which are detailed in the [Nursing Program Outcome Guide](#)¹⁴.

Assessing student learning

COCC's nursing faculty assess student learning by identifying whether students meet or exceed outcome criteria on

- clinical assessment tools
- clinical preparation and reflection
- group presentations
- nursing concept written and oral presentations
- nursing process clinical competency papers
- patient-teaching wellness assignments
- personal wellness projects
- skills lab competencies (in the Learning Resource Center)
- writing assignments

Student success is also measured by pass rates on theory (didactic) exams at greater than 76.54 percent and scores of higher than 850 on the HESI-Practical Nurse (HESI-PN) and HESI-Registered Nurse (HESI-RN) exit exams. The assessment section of each course syllabus outlines how grades are determined (example [Nursing 106 Course Syllabus¹⁶](#)), and the [Nursing Program Student Handbook¹²](#) contains related policies. The nursing program summarizes student cohort success on the HESI-RN via the [Outcome Assessment Analysis—Executive Summary HESI-Registered Nurse¹⁸](#).

Performance indicator review

In order to assess the program, nursing faculty regularly review performance by cohorts of students on the NCLEX-RN exam, licensing predictor tests (HESI), graduation rates, curriculum surveys, and program satisfaction surveys. Nursing faculty use these data to monitor the program performance indicators and make changes as needed.

In their 2013-14 study, nursing found that in five of seven performance indicators, nursing fully met its benchmarks. Greater than 90 percent of students graduated from the program in 2014, and greater than 85 percent of students passed the 2013 HESI-PN. In addition, three surveys—the 2012 graduate survey, and the first and second-year curriculum surveys—indicate a student satisfaction rate of greater than 85 percent. On the other hand, data indicate two areas in which the program did not meet expectations. These include the 2013 HESI-RN pass rate, which fell below 85 percent and the national exam (NCLEX-RN) pass rate for the registered nurse licensure, which fell below 90 percent. The nursing faculty analyzed this data and determined several specific program and pedagogical changes to improve in these two areas and to continue to strengthen areas that have already been fully met. A more detailed discussion of the results of this study is available in the [Theme Outcome Assessment Analysis Summary¹⁹](#).

Are the indicators meaningful? Are there too many? too few?

In preparation for the spring 2013 Oregon State Board of Nursing site visit, the nursing faculty completed a comprehensive review of program performance indicators and how these indicators are assessed. Nursing faculty deemed that performance indicators are meaningful and appropriate in number. However, in the spirit of continuous improvement, nursing faculty plan to develop new evaluations for cohort performance on comprehensive skills assessments, clinical assessment tools, and nursing process assignments.

While nursing has a fully developed and long-standing comprehensive assessment plan, on a Workforce Development theme level, there are currently too few meaningful indicators to aid in evaluating the College’s strategic plan and ultimately mission fulfillment. The College, with the help of the Workforce Development theme team, will need to standardize and summarize a set of program-level performance indicators that can be used across all workforce development programs.

What has been learned? What do the data tell?

Based on its analysis of assessment and survey data, the nursing program is considering, or working on, the following:

- analyzing all evaluation tools used across the program
- completing a comparative analysis of the NCLEX-RN test plan (see [Nursing Program Survey Data²⁷](#))
- performing a gap analysis of lecture content
- reorganizing curriculum into a concept model

Next steps in the comprehensive assessment plan include summarizing data from clinical assessment tools, Learning Resource Center comprehensive assessments/first attempts, term and final exam analysis, and nursing process assignment rubrics.

How are data collected, analyzed, and communicated?

All nursing faculty design assessments, collect data, and analyze findings using outcome assessment analysis tools that support outcome identification, assessment design, results, and [analysis of findings¹⁹](#) with recommendations for change. Results are communicated at regular nursing faculty curriculum meetings and curriculum workdays and are reflected in nursing department minutes. Additionally, the nursing program communicates results of ongoing assessment to the Oregon State Board of Nursing, to the program’s advisory board at annual meetings, and to College’s academic leadership. Assessment project results inform the curriculum and help faculty to maintain a quality and rigorous program of study.

Example 2: Writing Focus Area

Core Theme: Transfer and Articulation

Objective TA.3: Provide students with a high quality general education.

Indicator TA.3.b: Five-year program focus area assessments (all nine areas) are regular and (proposed) indicate opportunities for “closing the loop”

The College defines the term *program* as an “institutionally established combination of courses and/or requirements leading to a degree or certificate” (COCC Academic Affairs Committee, April 2014). Under this definition, COCC transfer degrees—Associate of Arts Oregon Transfer (AAOT), Associate of Science Oregon Transfer (ASOT) and Associate of Science (AS)—are considered programs. Transfer degrees comprise a combination of general education (writing, information literacy, speech, mathematics, health, cultural literacy), discipline studies (arts and letters, social sciences, science/math/computer science), and elective courses.

The College designates these general education and discipline studies courses into nine focus areas: writing, information literacy, speech/oral communication, mathematics, health, cultural literacy, arts and letters, social science and science/math/computer science. The [student learning outcomes](#)²⁸ for the nine focus areas are adopted from the Oregon Joint Boards Articulation Committee (JBAC), ensuring equivalent student learning requirements throughout public colleges and universities in Oregon.

To illustrate, the AAOT is a program comprised of all nine focus areas. The focus area highlighted in example two for this report is writing. The writing focus area includes college-level writing courses (121, 122, 227) but does not include developmental writing (60, 65, 95) or creative or business writing courses. For the remainder of part II of this report the writing focus area will be referred to as writing.

Writing supports mission fulfillment and objective TA.3 through the alignment of student learning outcomes and performance indicators documented in outcome guides. Four levels of outcome guides support the Transfer and Articulation theme, as illustrated in Figure 3, below.

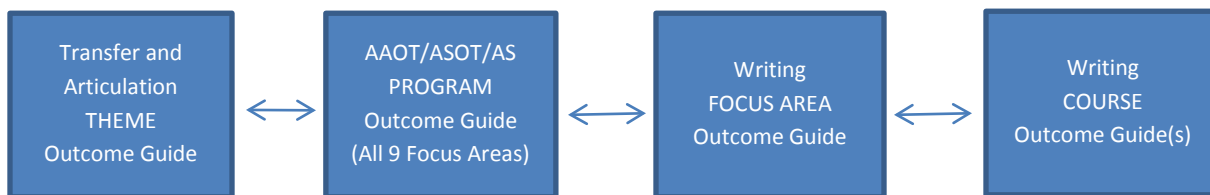


Figure 3: Outcome guides for Transfer and Articulation

Transfer and Articulation Theme Outcome Guide (TOG)

The Transfer and Articulation theme team developed the [Transfer and Articulation Theme Outcome Guide](#)²⁹. Several stakeholders reviewed the TOG, including faculty, academic department chairs, members of the College Planning Team, and Academic Affairs, the College’s academic governance committee.

AAOT/ASOT/AS Program Outcome Guide (POG)

The transfer degree/program outcome guides represent a compilation of all nine focus area learning outcomes, themes, process skills, and performance indicators. While all nine focus areas have defined student learning outcomes, the themes, skills, and performance indicators are currently under development.

Writing Focus Area Outcome Guide

The [Writing Focus Area Outcome Guide](#)³⁰ is currently under development, as mentioned above, and due for completion in spring 2015.

Writing Course Outcome Guide (COG)

All writing courses have course-level outcomes that are consistent from section to section. Writing courses have yet to adopt the Course Outcome Guide format but plan to do so in 2015-16.

The humanities department’s composition committee aligns course-level student learning outcomes from developmental (WR 60, 65, 95) to college-level (WR 121, 122, 227) instruction. (Developmental courses are covered under the Basic Skills Theme.)

Along with the other eight focus areas, writing participates in the transfer programs' [Course Coverage Report](#)³¹, which documents the percentage of instructors whose course syllabi include both course and program level outcomes. The report also certifies that existing courses still correspond with their appropriate focus area outcomes. Approximately 75 percent of writing course syllabi include course, as well as focus area outcomes, and this percentage is increasing each term. Currently, department chairs maintain the Course Coverage Report.

In the future—once instructors are consistently implementing and documenting outcomes—the Curriculum Committee will maintain the Course Coverage Report in order to document new courses and how they are listed on the discipline studies list. This report, along with the outcomes guides at the course and focus area levels, will eventually provide a working curriculum map.

Writing comprehensive assessment plan

In spring 2014, writing conducted a self-study designed for two-year colleges by the National Council of Teachers of English. (See [TETYC Toward a Definition of a Writing Program Self Assessment](#)³² for the self-study rubric.) The study results indicated that while writing makes efforts toward developing a shared curriculum, the focus area overall is underdeveloped.

Writing needs to develop a comprehensive assessment plan. Writing has [student learning outcomes](#)³³ but has yet to identify performance indicators. This work will take place during the development of the focus area outcome guide in spring 2015. Pilot assessment projects taking place in support of developing a comprehensive assessment plan are included below.

Assessing student learning

In 2013-14 writing directly assessed two theme-level student learning outcomes—one from writing and one from information literacy. (Presently at COCC, all information literacy student learning outcomes (SLO) are assessed through writing courses.) In the assessment, evaluators assessed WR 122 students' ability to

- locate, evaluate, and ethically utilize information to communicate effectively (Writing SLO #2)
- evaluate information and its source critically (Information Literacy SLO #4)

Four evaluators reviewed random, blind submissions from half of winter 2014's WR 122 sections using a separate [rubric](#)³⁴ for each outcome listed above. Results of the assessment indicated that 60 percent of students were able to use information ethically and that 55 percent found sources that evaluators ranked as highly credible. Inter-rater reliability was found to be within the acceptable range.

Though the [assessment](#)³⁵ included face-to-face, online, computer-enhanced, and College Now (courses taught in high school, by high school instructors) instruction, writing faculty have indicated that they would like future assessments to compare and contrast the varying course delivery methods in addition to assessing all WR 122 students together.

Performance indicator review

As stated previously, writing does not have a consistent set of performance indicators but does participate in assessment activities that are promising options. A few examples are provided below.

Course completion rate

College data from 2008-2014 indicate that approximately 66 percent of certificate/degree seeking students successfully completed (grade C or better) writing courses. (This represents a six-year average.) However, approximately 12 percent of students withdraw between the second and seventh weeks, and 22 percent of students do not pass. Over the past three years, successful course completion rates have been slightly higher than the six-year average. This trend may indicate that alignment and norming efforts have been successful at better preparing students to progress through their writing courses. These data, however, account for all writing courses, including developmental writing, creative writing, and College Now courses. Writing does not have a readily available method to differentiate the data by course type.

A next step for the College will be for the writing faculty to work with the Institutional Effectiveness office to develop a mutual understanding of the writing focus area and a filtering mechanism that identifies all courses that reside under writing for the purpose of focus area assessment. Once a filter is developed, writing stakeholders will need training on how to access the information and on how to identify which classes and sections need the most assistance.

Student and instructor feedback

In response to indirect assessments such as student and instructor feedback, the writing faculty regularly realign course outcomes, revise suggested course assignments and textbooks, and modify focus-related policies. During the last two years, writing has taken several steps that foster student completion: improved its placement test and challenge exam policies, and streamlined its textbook review and approval policies to ensure alignment of course materials with course outcomes.

Norming

Writing has also performed systematic norming activities in order to ensure that grades are consistent among instructors. These results have not been analyzed for variance or inter-rater reliability, but the composition committee's norming results in winter 2015 will include these analyses.

To close the loop on its assessment projects, writing will continue to assess focus area level student learning outcomes and modify curriculum as appropriate. While assessment results were positive, writing instructors suspect that parceling the various groups of instruction—face-to-face, hybrid, College Now, etc.—will produce more valuable results.

Are the indicators meaningful? Are there too many? too few?

As outlined above, the College appears to have appropriate data in regard to type and quality but needs to further delineate the data to inform writing focus area assessment and follow-up activities.

At the Transfer and Articulation theme level, proposed indicators include completion rates, student feedback, and the establishment and maintenance of assessment as standard practice. Over the course of the next year, the indicators will undergo further review to determine meaningfulness. In regard to indicators rolling-up from focus area to program to theme, there are currently too few meaningful indicators. Progress needs to be made in standardizing a small subset of program/focus area performance indicators that can be used across all academic focus areas to assess achievement at the theme level.

What has been learned? What do the data tell?

The writing assessments to date have produced more questions than answers. Results indicate the need for better separation of certain data sets in order to answer questions about students' abilities to meet outcomes in different learning environments, including College Now, computer-enhanced, online, and hybrid environments. Because this assessment is set to run again at the end of academic year 2014–15, writing will work with the Institutional Effectiveness office to develop a way to filter the writing courses by the specified delivery methods for a more meaningful analysis.

How are data collected, analyzed, and communicated?

Writing faculty meet monthly as the humanities department and as the composition committee. Assessments are guided, analyzed, and communicated primarily in the composition committee, led by a committee chair under the direction of the department chair. The composition committee chair communicates important information through a committee-specific folder in Outlook and in a learning management system course for composition teachers.

The College is piloting an outcomes assessment reporting process for the nine focus areas. For example, once student learning assessment data and performance indicator data are collected and analyzed, writing faculty report assessment results to department chairs on an Outcome Assessment Analysis form. On this form, faculty describe the assessment, report on its results, and detail their plans to “close the loop.” (For examples in eight of the nine focus areas, see [Spring 2014 Transfer and Articulation Outcome Assessment Analyses](#)³⁶.) This report is submitted to the vice president for instruction. The reports for the nine focus areas under the Transfer and Articulation theme are then compiled in a [Theme Level Analysis Summary](#)³⁷, which is also forwarded to the vice president for instruction. The efficacy of this process will be evaluated in 2015-16.

Part III: Moving forward to year seven

COCC has made progress towards a comprehensive planning and assessment model based on our core themes. The College created a process in which stakeholders from across the institution may engage and has developed an organizational structure supporting strategic planning, assessment, and accreditation. The College has identified the following areas for continued work between now and the year seven comprehensive visit:

Review core themes

While COCC's core themes appear valid, they are perceived internally as primarily aligned with instruction. Departments outside of instruction often struggle to see how they connect to the core themes. Further work on objectives and indicators, possible incorporation of a fifth core theme of Institutional Sustainability, and an overall evaluation of the core themes themselves will aid the College in better assessing the applicability of the core themes to mission fulfillment and promoting broad institutional buy-in.

Review and define mission fulfillment

The College applied a definition for mission fulfillment as part of its 2012 Year Seven Comprehensive Evaluation. As the College has become more skilled in using comprehensive planning and assessment, it recognizes the need to evaluate whether its current mission fulfillment definition is valid and informative.

Connecting Theme Outcome Guides (TOGs) to strategic plan

All core theme teams adopted the Theme Outcome Guides (TOGs). The College Planning Team and theme teams recognize there is a disconnect between the performance indicators in the TOGs and the indicators in the strategic plan. CPT will work to create a stronger link among the documents.

Manage data review and analysis

In assessing progress toward mission fulfillment, the theme teams will analyze current indicator data. As part of the data management process, the Institutional Effectiveness office will work closely with the theme teams and additional faculty and staff to define, generate, and use meaningful data. This may include

- establishing strategies for longitudinal data collection;
- setting indicator benchmarks to be used as data are collected; and
- evaluating implemented modifications for continued improvement of outcomes.

Determine an assessment model for non-instructional areas

During the 2015-16 academic year, the College will determine whether the [outcome-based assessment model](#)⁵ developed to assess student learning in the instructional areas is an effective tool for non-instructional areas or if other assessment models are more appropriate. (This plan aligns with direction from NWCCU, spring 2013, Recommendation 1.) Non-instructional areas such as Student Services and Information Technology Services currently have alternative assessment models.

Finalize program outcomes for all COCC career and technical education (CTE) programs

The College has worked extensively to develop [program outcomes](#)³⁸ for all academic programs, courses, and degrees. While the majority of career and technical education programs have adopted learning outcomes, the College will work to ensure that all CTE programs will have fully developed program outcomes by the end of the 2015-16 academic year.

In addition to the above college-wide activities, specific core theme activities include the following:

Transfer and Articulation Core Theme

- With guidance from the College Planning Team, the Transfer and Articulation theme team will determine how to refine its objectives to more closely align with the College's definition of an objective or affirm their current objectives.
- Once the above is determined, the theme team will present proposed changes to the objectives to CPT for eventual approval by the College president and COCC board of directors.
- As objectives are finalized, the theme team will begin to designate and populate appropriate indicators and benchmarks to measure College progress towards meeting the objectives.

Workforce Development Core Theme

- Based on its review of the current objectives, the Workforce Development theme team will recommend changes to the CPT for eventual approval by the College president and COCC board of directors.

- As objectives are finalized, the theme team will begin to designate and populate appropriate indicators and benchmarks to measure College progress towards meeting the objectives.

Basic Skills Core Theme

- The Basic Skills theme team will review and analyze data for the defined indicators to determine whether the information is appropriate for determining achievement of the objectives and overall theme. If the data are found to be appropriate, the theme team will determine how to use them to inform practice.

Lifelong Learning Core Theme

- The Lifelong Learning theme team will recommend changes to the objectives and indicators for this theme to the College Planning Team for eventual approval by the College president and COCC board of directors.
- The theme team will continue to work with existing objectives and indicators, evaluating the data on a regular basis to determine their long-term usefulness for improving practices.
- The Lifelong Learning theme team will review objectives associated with the business and employee development program to assess course-level student learning outcomes. Legislation pending in Oregon would permit non-credit programs to offer certificates as a recognition of student achievement of a specific skill. If this legislation is approved, the state will mandate and provide training and support for expanding student learning outcomes associated with non-credit certificates. Support at the state level will facilitate internal activity towards non-credit certificate student learning outcomes

Appendix A: Responses to previous recommendations

MAY 2012	
RECOMMENDATION 1	REFERENCED STANDARD(S)
The Evaluation Committee recommends that the Institution identify learning outcomes for all transfer and applied courses, programs, and degrees, and develop a systematic method for applying the results to improve student learning.	<p>2.C.2: The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.</p> <p>Also referenced:</p> <ul style="list-style-type: none"> • 2.C.11: Related instruction outcomes as related to applied degrees and certificates. • 4.A.3: Regular assessment of course, program, and degree outcomes. • Eligibility Requirement 22: Identifies and publishes learning outcomes for all certificates and degrees; includes regular assessment of outcomes.

COCC Response

Course, program, and degree outcomes

Course outcomes

The College has adopted course outcomes for all COCC courses. Course outcomes are communicated to students in syllabi. Additionally, several academic departments include course outcomes on department web pages (see [Computer Information Systems](#)³⁹, [Culinary](#)⁴⁰ and [Sociology](#)⁴¹ as examples), individual faculty discuss course outcomes within the classroom, and faculty peer reviewers discuss outcomes with individual instructors as part of the College's peer review process.

In addition to the course outcome work required by this standard, the College has developed a process to demonstrate the link between course, program, and theme outcomes via an [outcomes guide form](#)⁵. Several transfer and career and technical education (CTE) programs have completed these guides, while others are in the process of doing so.

Program outcomes

The majority of COCC career and technical education programs have developed [program outcomes](#)³⁸. These outcomes are communicated to students via department web pages (see [Addictions Studies](#)⁴², [Dental Assisting](#)⁴³, and [Early Childhood Education](#)⁴⁴ as examples). The College will work with CTE programs to develop remaining program outcomes by the end of the 2015-16 academic year.

Degree outcomes

Oregon's primary transfer degree is the Associate of Arts–Oregon Transfer (AAOT) degree, a statewide degree which comes with a prescribed set of outcomes and course requirements.

Individual community colleges cannot change requirements or outcomes. The Oregon Joint Boards Articulation Committee (JBAC), the state organization charged with ensuring articulation between Oregon community colleges and public universities, adopted AAOT degree student learning outcomes in 2009, and COCC officially adopted those outcomes in 2012-13. At the same time, COCC adopted these outcomes for its other transfer degrees: the Associate of Science and Associate of Science—Oregon Transfer in business. These outcomes are communicated to students via the [College catalog](#)²⁸.

Course, program, and degree outcomes assessment

As a result of assessing course, program, and degree outcomes, many academic departments have used assessment results to inform practice, which ultimately affects student learning. Examples of this work are highlighted below.

Various levels of outcome guides in development demonstrate the link between course, program, and degree outcomes. The [Project-Level Outcome Analysis Form](#)⁴⁵, allows faculty to communicate assessment data, findings, and actions taken in a uniform and concise manner. Based on this pilot process, various courses and programs have made changes such as

- modifying the assessment tool/methodology to more closely align with outcomes,
- expanding the sample size beyond a specific course section,
- identifying a need for longitudinal data prior to setting benchmarks,
- further delineating data by course type to better interpret findings, and
- adjusting curriculum to better align with outcomes.

Specific examples of course, program, and degree outcomes assessment include the following:

Course outcomes

COCC's math department has written outcomes for all courses and regularly engages in assessment of those outcomes. As an example, the department included four questions on the final exam for all spring 2014 MTH 111 sections as a means of assessing course outcomes. An analysis of student responses indicated that the questions did not assess the outcomes, so department faculty redesigned the questions and re-administered them in all fall 2014 MTH 111 final exam sections. This information is currently being compiled and reviewed; results may be available by the time of the site visit.

COCC's automotive program is accredited by the National Automotive Technicians Education Foundation (NATEF). NATEF requires that its institutions assess specific competencies in various courses. These competencies support broader course outcomes. In preparation for its most recent accreditation, COCC's automotive program completed the [NATEF Correlation Chart](#)⁴⁶, which guides assessment of course competencies. Because of this assessment, the automotive program identified a curricular gap within its AUT 102: Automotive Electric I course and adjusted the curriculum to better align with course outcomes and industry competencies. Assessment of this change will next take place during the 2015-16 academic year.

Program outcomes

COCC's dental assisting program conducts on-going assessment of program outcomes, including to determine whether students who complete the Oregon Radiation Certification (ORC) have

higher rates of employment than non-certified students. To assess this goal, program faculty consulted with local employers, the Dental Assisting Advisory Committee, the Oregon Board of Dentistry, and the Commission on Dental Accreditation and determined that local employers are more likely to offer employment to ORC-certified dental assistants. Therefore, the program re-designed its curriculum to allow completion of the ORC prior to students entering dental offices for a spring term practicum. The program will continue this assessment to determine whether this curricular change resulted in higher employment rates for COCC graduates.

COCC's forestry program established program outcomes in 2012. To assess these outcomes, the program administers a comprehensive exam at the end of its capstone course. The exam includes eight subject areas and 217 questions that correlate directly to the Society of American Foresters' accreditation requirements and COCC forestry program outcomes. Because of this assessment, faculty discovered that students scored lower on the "silviculture" section as compared to other topic areas. (Silviculture is the practice of controlling the establishment, growth, composition, health, and quality of forests to meet diverse needs and values.) Additionally, the assessment indicated that students could identify individual species of plants or trees, but could not identify species within a family. In response, forestry faculty modified the curriculum in courses tied directly to these outcome areas and will reassess the impact of these changes when the test is administered again in spring 2015.

Degree outcomes

The College has begun assessing progress towards transfer degree outcomes with a focus on its nine [degree outcomes](#)²⁸. The most recent assessment conducted course-specific assessments in eight of the nine areas to determine alignment with and progress towards degree outcomes. Assessment methodologies included the use of blue-printed test scores, capstone rubrics, attitudinal surveys, common final exam questions, and others. Results provided a partial view of how courses contribute to degree outcomes and allowed faculty to make adjustments to assessment methodologies and curriculum. Ultimately, the College determined that progress towards degree outcomes were partially met. To progress forward, the College needs to 1) increase the number of courses involved, 2) develop an assessment schedule for the upcoming academic year, 3) continue assessments to collect longitudinal data, and 4) include all nine focus areas. For full details see [Transfer and Articulation Theme Level Analysis](#)³⁷.

MAY 2012	
RECOMMENDATION 2	REFERENCED STANDARD
Recognizing that all institutional activities should support core themes, the Evaluation Committee recommends that the institution recognize and document how institutional activities support the college mission and core themes.	3.B.1: Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives

COCC Response

As discussed in Part I, the College adopted four themes as part of its accreditation process: Transfer and Articulation, Workforce Development, Basic Skills, and Lifelong Learning. These same themes were endorsed later as part of the institution’s strategic plan. The strategic plan also added a fifth theme of Institutional Sustainability to better identify and assess the work that takes place in non-instructional areas of the College. The College Planning Team is currently considering whether to include Institutional Sustainability as a core theme for accreditation or modify the themes altogether. Regardless, these themes serve as the “goal posts” to guide the College’s programs and services.

The following examples show the different ways the institution’s programs and services have incorporated the College’s new strategic plan within planning activities:

Budget development

In COCC’s annual budget process, individual departments evaluate their specific budget requirements. If a department identifies additional needed resources, it can make a formal budget request. The [2014-15 budget request form](#)⁴⁷ asked departments to identify which core theme supports the budget request. The [2015-16 budget request form](#)⁴⁸ was modified to not only identify which theme supports the budget request, but also to describe the connection between the budget request and core theme.

In order to prioritize these requests, the College’s Financial Internal Advisory Team (FIAT) used a [scoring rubric](#)⁴⁹ to review the request against various criteria, including to what degree the request meets individual theme objectives.

Barber Library

In 2013-14, the Barber Library updated its [strategic plan](#)⁵⁰ to align with the College’s newly adopted strategic plan. Library staff conduct regular assessment activities in support of their strategic plan. One specific example, which supports Transfer and Articulation Objective 1.4 and Workforce Development Objective 1.4, is an annual patron survey. Based on data collected from this survey, library staff improved their inter-library loan (ILL) web page and request form and created tutorials to familiarize users with ILL services. Since implementation of these changes, the library staff have noted a 55 percent increase in ILL borrowing activities from 2012-13 to 2013-14.

Student Services prioritization process

The Student Services division has used a scoring rubric to prioritize division-wide initiatives for several years. While the College's strategic plan was not finalized when the rubric process started, it was finalized shortly thereafter, allowing the division to identify the connection between the [prioritized initiatives](#)⁵¹ and each theme. In the future, themes and objectives will be incorporated as part of the scoring rubric criteria.

Information Technology Services (ITS) project request, assessment, and prioritization process

The ITS division, in collaboration with the college's Technology Advisory Committee (TAC), has developed a standardized and comprehensive process to prioritize institution-wide technology initiatives. The TAC is a broad-based stakeholder committee, comprised of representatives from faculty, classified staff, administration, and students. During the past three years ITS has refined the process and includes a scoring rubric to calculate the score for a given project. [The Project Evaluation Matrix](#)⁵² rubric requires the project requestor, in collaboration with a review committee, to specify which strategic plan themes, if any, will be supported by the project. The more strategic goals supported by the project, the more points are awarded to the project.

MAY 2012	
RECOMMENDATION 3	REFERENCED STANDARD
The Evaluation Committee recommends that the institution articulate a more comprehensive methodology for assessing core theme fulfillment. For example, indicators might include student learning outcomes, program outcomes, nationally normed tests, feedback from transfer institutions and employers, and student satisfaction, etc.	1.B.1: The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission. 1.B.2: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

COCC Response

Based on feedback from the 2012 and 2013 NWCCU visits, all theme teams reviewed objectives and have begun to review indicators and data sources. Changes are anticipated primarily within the Transfer and Articulation, Workforce Development, and Lifelong Learning core themes. Theme teams will recommend changes to objectives by the end of 2014-15; work on the indicators and data sources will be an on-going, iterative process between 2015-16 and the Year Seven report.

Examples of proposed objective changes include the following:

Transfer and Articulation

- Current Objective TA.1: Maximize entry, support, and exit services to promote access and success for students intending to transfer.
- Proposed Change: Delete this objective.
- Rationale: COCC's student support services are nearly the same for all credit students, regardless of program. Therefore, measuring this objective as it specifically applies to the transfer and articulation theme is challenging. Additionally, including only student support

services is limiting in scope. Measuring college-wide support services may be better tied to other themes such as Institutional Sustainability.

Lifelong Learning

- Current Objective LL.4: Increase accessibility, instructional delivery, and registration options in Continuing Education.
- Proposed Change: Increase accessibility and instructional delivery options in Continuing Education.
- Rationale: Delete the word “registration” since the College already provides all available registration means (mail, drop-in, and online).

A summary of all [current and proposed objectives⁵³](#) is available on the accreditation resources web page. While each core theme team has finalized its proposed new objectives, the four teams are still identifying changes to the indicators and data sources. During the spring 2013 visit, the visitors indicated that the Basic Skills objectives or indicators did not require changes.

SPRING 2013	
RECOMMENDATION 1	REFERENCED STANDARD
The Evaluation Committee recommends that the recommendations set forth in the prior report need to still be addressed by COCC, with specific attention paid to how the College will measure and address daily operations as to their relation and support of the institution’s mission.	None

COCC Response

As discussed above, the College has made reasonable progress towards each of the May 2012 recommendations. Part III of this report identifies where continued work is needed.

SPRING 2013	
RECOMMENDATION 2	REFERENCED STANDARD
Recognizing the College’s efforts in clarifying mission fulfillment, the evaluation committee recommends that Central Oregon Community College identify benchmarks of mission fulfillment, or institutional accomplishments, that are clearly defined by the institution’s purpose, characteristics, and expectations.	1.A.2: The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

COCC Response

As part of COCC’s [Comprehensive Self-Evaluation Report⁸](#) (March 2012), the College identified indicators and benchmarks of achievement for each theme. Since the comprehensive visit, the theme teams have

been refining objectives and will soon refine indicators, data sources, and benchmarks. The College Planning Team will review recommendations regarding objectives by the end of 2014-15, with indicators and benchmarks by the end of 2017-18.

In preparation for the comprehensive visit in 2012, the College employed a color-coding system as a means of providing a visual representation of progress towards benchmarks. In the color coding system

- red signifies achievement that has not yet met the minimum benchmark threshold;
- yellow signifies achievement at an acceptable level; and
- green signifies that aspirational achievement has been reached.

COCC defined mission fulfillment as achieving at least acceptable—yellow—status in 70 percent of the achievement indicators in each of the four core theme areas. The CPT will review whether this system is the most effective tool for confirming and communicating mission fulfillment. The College Planning Team will consider other means of measuring mission fulfillment in the coming year.

SPRING 2013	
RECOMMENDATION 3	REFERENCED STANDARD
The Evaluation Committee recommends that COCC ensure rationale clearly address and support their objectives and indicators.	1.B.2: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

COCC Response

In addition to the work done to refine objectives and upcoming refinement of indicators, theme teams will review and refine rationale for the indicators in the coming years. The College Planning Team will review these recommendations and aim for board approval by the end of 2017-18.

SPRING 2013	
RECOMMENDATION 4	REFERENCED STANDARD
The Evaluation Committee recommends that COCC provide more specificity as to how indicators will be measured.	1.B.2: The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

COCC Response

Similar to recommendations two and three, the theme teams are reviewing and refining indicators. Upcoming work includes identifying data sources and determining how and when to measure indicators. Once objectives are approved at the end of 2014-15, theme teams will continue indicator refinement in 2015-16 and beyond. While peer evaluators did not recommend changes to the Basic Skills theme team indicators during the spring 2013 visit, the Basic Skills theme team may recommend changes to its GED indicators.

Appendix B: Supporting Documents

The following supporting documents are hyperlinked and numbered throughout the report and serve as evidence of COCC's commitment to supporting mission fulfillment.

Preface

- 1: [Setting Strategic Direction for 2013](#)
- 2: [2013-18 Strategic Plan](#)
- 3: [Academic Master Plan](#)
- 4: [Student Success Planning](#)
- 5: [Outcome Guide Model](#)
- 6: [Data Stewardship Advisory Committee](#)
- 7: [Accreditation Webpage](#)

Part I. Mission Fulfillment: Core Themes, Objectives, and Indicators

- 8: [2012 Accreditation Report](#)
- 9: [Institutional Values](#)
- 10: [College Planning and Theme Team Charters](#)
- 11: [Theme-Level Outcome Guides](#)

Part II. Two Representative Examples

Example 1: Nursing

- 12: [Nursing Program Student Handbook](#)
- 13: [Workforce Development Theme Outcome Guide \(TOG\)](#)
- 14: [Nursing Program Outcome Guide \(POG\)](#)
- 15: [Nursing Course Outcome Guides \(COGs\)](#)
- 16: [Nursing 106 Course Syllabus](#)
- 17: [Comparison of College Mission to Workforce Development Student Learning Outcomes](#)
- 18: [Outcome Assessment Analysis- Executive Summary HESI-Registered Nurse](#)
- 19: [Theme Outcome Assessment Analysis Summary - Nursing](#)
- 20: [Outcome Assessment Analysis- Executive Summary HESI-Practical Nurse](#)
- 21: [NCLEX-RN First Time Pass Rates](#)
- 22: [Outcome Assessment Analysis- Executive Summary 2013 NCLEX-RN Pass Rate](#)
- 23: [Outcome Assessment Analysis- Executive Summary 2014 Graduation Rate](#)
- 24: [Outcome Assessment Analysis- Executive Summary Graduate Survey](#)
- 25: [Outcome Assessment Analysis- Executive Summary 2013 1st Year Student Curriculum Survey](#)
- 26: [Outcome Assessment Analysis- Executive Summary 2nd Year Student Curriculum Survey](#)
- 27: [Nursing Program Survey Data](#)

Example 2: Writing

- 28: [Transfer Degree Student Learning Outcomes](#)
- 29: [Transfer and Articulation Theme Outcome Guide](#)
- 30: [Writing Focus Outcome Guide](#)
- 31: [Course Coverage Report \(Fall 2014 Snapshot\)](#)
- 32: [TETYC Toward a Definition of a Writing Program Self Assessment](#)
- 33: [Writing Course Student Learning Outcomes](#)
- 34: [Writing and Information Literacy Assessment Rubric](#)

- 35: [Assessment Reporting Form: Writing and Information Literacy](#)
- 36: [Spring 2014 Transfer and Articulation Outcome Assessment Analyses](#)
- 37: [Transfer and Articulation Theme Level Analysis](#)

Part III: Moving forward to year seven

- 38: [CTE Program Outcome Inventory](#)

Appendix A: Responses to previous recommendations

- 39: [Computer Information Systems](#)
- 40: [Culinary](#)
- 41: [Sociology](#)
- 42: [Addictions Studies](#)
- 43: [Dental Assisting](#)
- 44: [Early Childhood Education](#)
- 45: [Project-Level Outcome Analysis Form](#)
- 46: [Automotive NATEF Correlation Chart](#)
- 47: [Budget Request Form 2014-15](#)
- 48: [Budget Request Form 2015-16 Final](#)
- 49: [FIAT Scoring Rubric \(draft\)](#)
- 50: [Library Strategic Plan](#)
- 51: [Student Services Priorities Overview](#)
- 52: [Information Technology Services](#)
- 53: [Strategic Plan - Proposed Objective Changes](#)