

Central Oregon Community College

Focused Interim Report

Submitted to the Northwest Commission on Colleges and Universities

March 01, 2009

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Introduction

On July 26, 2007, Sandra E. Elman, President of the Northwest Commission on Colleges and Universities (NWCCU) reaffirmed Central Oregon Community College's accreditation on the basis of the Spring 2007 Regular Interim Evaluation Report and Visit. The Commission requested that COCC prepare a Focused Interim Report and host one or more Commission representatives in the Spring of 2009. The purpose of the Focused Interim Report is to address Recommendation 1 of the Spring 2007 Regular Interim Evaluation Report. Recommendation 1 of the report states:

It is recommended that COCC continue to develop student learning outcomes at both the course and program level, determine the level of competency expected of students, assess how well students meet those expectations and make improvements to programs based upon the findings of the assessment process. This recommendation is made for both individual programmatic assessment and for the assessment of General Education (Standard 2.B and Policy 2.2).

This is a compound recommendation in that it not only addresses assessment at the course, program, and degree levels, but also requires that the findings be used to identify changes that may need to be made to facilitate improvement. In response to this recommendation, the Vice President of Instruction prepared an Instructional Assessment Plan (Appendix C) to target each of the areas identified in the recommendation. In order to clearly address all the concerns in the recommendation, the Assessment Plan divided the recommendation into three areas: Individual Courses, Programs, and General Education Outcomes. This report identifies outcomes and assessment as well as the process of using assessment data as the basis for instructional decision-making in these same areas.

As evidenced in this report and the 2007 Regular Interim Report, the college has a well established culture of assessment at the course level; however, progress still has to be made in extending this culture of assessment into the levels of program and degree. To begin this process, the college leadership encouraged Career Technical Education (CTE) faculty, many of whom were already familiar with program assessment through their engagement with national standards, to identify program outcomes, develop projects to assess how well students meet those outcomes, and make decisions on the basis of this data. Faculty in the transfer programs were encouraged to engage with the General Education Outcomes and develop assessment projects to evaluate student competency of those outcomes and to use that data as the basis for identifying changes. Over the next three years faculty in CTE will begin integrating projects to assess General Education Outcomes and Transfer faculty will develop program outcomes and begin assessment projects to assess student performance at the program level.

DEFINITIONS AND ACROYNMS USED IN THIS REPORT

Chairmoot	Council of academic department heads
CTE	Career and Technical Education
FAT	Faculty Assessment Team (organized in 2002 and reorganized in 2008 as GEST)
GEST	General Education Steering Team
JBAC	Joint-Boards Articulation Committee, a statewide policy and action group organized in 1992 by the Oregon Board of Higher Education. The aim of the group is to encourage active cooperation and collaboration among K-12, community colleges, and baccalaureate-granting institutions in order to achieve the most efficient and effective articulation possible within and between educational systems.
PEA	Program for Excellence in Assessment (internal grants)
Program	A set of courses that go together and are reported as a unit on state and federal data
RIF	Reduction-in-Force.
RSC	Review and Support Committee. This committee was mandated in the 2006 Collective Bargaining Agreement. The charge of this committee is to define benchmarks and to review programs' strength and stability

RESPONSE TO RECOMMENDATION 1

When the College received the 2007 evaluator's recommendation COCC was aware of the challenges in engaging faculty in the assessment process at the level of program and degree. The two year pilot plan described in the Instructional Assessment Plan (see Appendix C) aims at creating familiarity with aggregation of data, providing a focus on "closing the loop" at the completion of assessment projects, and demystifying the shared role of faculty in educating students toward General Education Outcomes. In order that all faculty would be engaged at some level in working on these higher planes, we artificially involved CTE faculty in program assessment and transfer faculty in General Education assessment, and limited their work to the creation of a plan to assess one outcome, analyze the data, and "close the loop" by deciding what changes were indicated by the data. This effort was led by Kathy Walsh, Vice President for Instruction and three faculty members, who had been active in the evolution of the Faculty Assessment Team (FAT) and the General Education Steering Team (GEST). The faculty members and their primary responsibility are:

- Julie Hood, Assistant Professor of Science and Dietary Management, Instructional Assessment Coordinator. Primary responsibility for Course assessment.
- Amy Howell, Assistant Professor of Early Childhood Education. Primary responsibility for CTE Individual Program Outcome assessment.
- Amy Harper, Assistant Professor of Anthropology. Primary responsibility for Transfer programs assessment of General Education Outcomes and Focused Interim Report editor.

Assessment of Student Learning Outcomes in Courses

History

Beginning in the early 1990s, COCC initiated work on the development of course outcomes (then called competencies). These were explicitly tied to Board Goals. With the 2002 Accreditation Evaluation Report, COCC leadership recognized the immediate need to foster a culture of assessment, despite initial resistance by both faculty and staff to move toward assessment of outcomes and use of data in continuous improvement. In 2002 COCC began a concerted effort to foster a culture where assessment of student learning would be an ongoing part of what the College did at all levels of the institution. The College organized both faculty and institutional assessment leadership groups (Faculty Assessment Team and Assessment Planning Team respectively) to assist in developing training in the value of and approaches to assessment and to provide both support and tools for developing outcomes and assessing those outcomes.

As noted in the 2004 Focused Interim Report (and again in the 2007 Five-Year Interim Report), the academic year 2002-03 was a crisis year with a significant financial shortfall resulting in a Reduction in Force (RIF). Morale was low and workloads increased. Faculty feared assessment would increase their workload and that assessment data would be used against them in RIF decisions. Given this environment the COCC leadership encouraged a "bottom-up" culture of assessment. Faculty were encouraged to be active participants in developing meaningful questions and measurements, and most importantly in determining the use of assessment data. The College provided training opportunities, and faculty grants to develop tools to assess student performance in the class room. The 2004 Focused Evaluator's Report acknowledged the

“culture of assessment” that was building in the instructional division. Due largely to this classroom up perspective, most instructional assessment work done between 2002 and 2007 was directed at first developing a comfort level with assessment language among faculty and then working on developing meaningful tools for assessing student performance in line with course outcomes. Faculty learned to recognize the differences between grades and assessment, as well as methods for developing appropriate assessment tools.

COCC has continued to expand its vision of a sustainable, comprehensive, systematic assessment process built on student learning at the classroom level. In the 2006 - 2007 Academic year, COCC hired an Instructional Specialist, Sione Aeschliman, who worked directly with faculty to clarify course outcomes and help correlate assignments with those outcomes in meaningful ways. The following year, as the specialist left to pursue alternative career goals, the College appointed an Instructional Assessment Coordinator, Julie Hood, from the faculty to continue to facilitate the articulation of meaningful course-level outcomes and develop tools for assessing those outcomes. In addition to these resources, the College continued to aid faculty in incorporating a practice of assessing student learning outcomes by providing grants, further training opportunities for faculty, and initiating the development of a publicly accessible Assessment website as well as an internal online resource for faculty accessible through the Blackboard system. Highlights of some of these measures include:

- **2002:** Establishment of a Faculty Assessment Team composed of several faculty members from a variety of programs.
- **2003:** Establishment of funding in the form of grants [such as Program for Excellence in Assessment (PEA) Grants and Course Redesign Grants].
- **2005:** a workshop on embedded course assessment presented by Larry Kelley
- **2006:** A workshop on rubrics presented by Danelle Stevens, co-author of Introduction to Rubrics and faculty member at Portland State University

For more complete discussion of these measures please refer to pages 15-26 of the 2007 report. The success of these measures can be seen in the participation by COCC faculty at the Student Success Conference in Portland in 2007. At the conference COCC faculty members presented their tools, processes, and procedures for assessing student learning and improving student success in the classroom.

The 2007 Regular Interim Evaluators Report noted the significant gains in initiating a comprehensive institutional assessment plan and improving institutional services. However, the evaluators observed that there were still a few courses without clearly articulated learning outcomes. The evaluators also noted that, while most courses had clearly articulated outcomes, there needed to be more consistent analysis of how the aggregate of students performed within or across classes in meeting those outcomes. The report emphasized the need for program and General Education assessment.

Current Status (2007 – 2009)

COCC has continued to work with faculty in developing course outcomes and linking those to meaningful assessment tools. Julie Hood, the Instructional Assessment Coordinator appointed in 2007, has continued in her role as faculty support in course level assessment. All courses currently offered at COCC are required to include course outcomes on syllabi, and all syllabi are kept on file within each department. This attention to course outcomes and to assessing those outcomes is also a requirement for all new course proposals. In order for a new course to be considered, the proposal must include outcomes as well as a discussion of how the course outcomes articulate with and further the goals of the program, department, and/or degree. (See Appendix D: New Course Proposal Form.)

In addition to incorporating outcomes into all courses, COCC has also worked to help faculty assess how well students meet the stated outcomes. These steps include:

1. Training provided for Faculty

- Annual Faculty Workday.
 - In the fall of 2006, the College leadership designated an annual faculty workday to take place on Columbus Day of each year. The workday was dedicated to developing and implementing assessment practices at all levels of instruction. The first work day (held on October 9th, 2006) focused primarily on course level assessment and developing meaningful tools to assess course outcomes. As a result of this training, departments began to articulate shared outcomes and develop assessment tools to aid grading and improve content delivery and student success. (See page 17 of the 2007 Five-Year Interim Accreditation Report for more detail on the 2006 Faculty Workday.)
 - In the following year (2007) the workday was organized by our Instructional Assessment Coordinator, Julie Hood. The goals were to help faculty better understand the different levels of assessment, how to use tools appropriate for different levels of assessment, and the way course-level assessment forms the foundation for other levels, through aggregation of data. Faculty began to see articulation between course and program assessment and assessment of general Education outcomes (for further discussion of Program and General Education assessment projects affiliated with the 2007 Faculty Workday please refer to page 8 of this report).
- Introduction to Outcomes and Assessment for Part Time Faculty. Recognizing the time and workload constraints specific to Part-Time Faculty, the College organized shorter assessment informational meetings structured for Part-Time Faculty. The sessions take place in the afternoon on the annual workday and are lead by Instructional Deans and the Instructional Assessment Coordinator.
- One-on-one Training for Faculty. Since 2007, the Instructional Assessment Coordinator has been available for individual training on an as needed basis for course assessment.

- Online Assessment Training for Faculty. In the fall of 2006, our Instructional Specialist developed and implemented an Online Outcomes Assessment course for faculty. This course, which was offered over the course of two years, focused on enabling faculty to develop outcomes-based courses, assess those outcomes using a variety of tools, identify expected levels of competence, evaluate the level of student performance, distinguish between formative and summative assessment, and provide suggestions to aid in developing a student-centered learning environment.
- 2. Assessment resources provided to Faculty**
- Development of Faculty Resource Room for Assessment References. In the Winter of 2007 dedicated a room in the Metolius building to house the Assessment reference information. This includes a library of resource books and handbooks on assessment and assessment practices as well as samples from COCC faculty assessment work.
 - Quarterly Assessment Newsletters. From 2007 – 2008, our Instructional Assessment Coordinator designed and distributed to the entire faculty quarterly assessment newsletters. See Appendix H for samples of the newsletters.
- 3. Venues for Faculty presentations and discussion of assessment and assessment practices**
- Assessment Symposium. In the Spring of 2007, the Instructional Specialist helped organize a day long faculty symposium held at the Barber Library Rotunda. The symposium featured posters describing various different assessment projects developed by faculty from various different programs. The objective of this symposium was to expose faculty to the assessment work begin done in other departments and encourage a cross-fertilization of ideas. The posters and presentations were open to the public and students as well as faculty and staff were able to engage with each presenter.
 - Independent research by COCC faculty. The faculty have become very engaged with the process of assessment of student learning, resulting in some faculty members developing independent research projects. For example, Julie Hood, an Assistant Professor in Science and Allied Health has recently completed her Dissertation Prospectus and will begin original research regarding the assessment of student learning and improved teaching. She will be gathering the data for her dissertation this spring using information gathered from COCC faculty and COCC assessment endeavors. Other faculty members have attended and presented at conferences and trainings on assessment or have worked at the state level to improve articulation from high school by clarifying outcomes and expectations for College-level courses (in writing, math, and in courses meeting cultural literacy criteria).

Next Steps

As the past accreditation reports (2004 and 2007) demonstrate, the College has developed and continues to maintain a culture of assessment. As the comfort level with course-level assessment practices and language has increased the instructional leadership has begun encouraging faculty to engage with assessment practices beyond the course-level. As faculty engage more with

projects assessing instruction at the program and degree level, we will continue to highlight course-level assessment. These efforts include the continued focus on providing training for faculty as necessary. More immediately, however, the College is in the process of updating and refining our Assessment Web. We hope to include links to resources for faculty and encourage cross-fertilization of strategies across disciplines. The Assessment Web will also provide a link to individual course outcomes, with the end goal of making all course outcomes publicly available on the web. Additionally, it is expected that commitment to ongoing and systematic course level assessment will increase as the role of such assessment within the 3-year cycle of General Education and program assessment becomes clear. (See page 17 for more discussion of the 3-year plan.)

Assessment of General Education Outcomes

History

In 2002, the Faculty Assessment Team (FAT) was created to help faculty articulate course outcomes and apply for Program for Excellence in Assessment (PEA) Grants. FAT was also charged with the responsibility of articulating General Education Outcomes, which were completed in 2005. During 2005-06, members of FAT visited every instructional department on campus with the draft of General Education Outcomes. Faculty members were asked to determine whether or not their courses addressed the outcomes, and the results confirmed that all of the outcomes were addressed across the curriculum. The Academic Affairs Committee oversaw the Faculty Assessment Team's continued development and mapping of General Education Outcomes. The purpose of the mapping was to determine the degree to which the faculty have wide ownership of the outcomes. Following this process, Academic Affairs formally approved the following Outcomes in Fall of 2006:

COCC's GENERAL EDUCATION OUTCOMES

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

The 2007 Evaluator's comments highlighted the need for the College to focus more direct attention on the assessment of the General Education Outcomes. In an effort to address this concern the duties of the Faculty Assessment Team were re-organized. The directive to aid faculty in articulating course outcomes, determining the level of competency expected and assessing how well students meet those levels of competency became the responsibility of the Instructional Assessment Coordinator. The Faculty Assessment Team became the General Education Steering Team (GEST) in recognition of the Team's primary role in guiding the articulation and assessment of General Education Outcomes. The role of this newly reformed team during 2007 – 2008 was primarily to move forward with familiarizing faculty with COCC's General Education Outcomes and to aid faculty in assessing how well courses and programs meet these outcomes. In addition GEST members were to be aware of and to think about how proposals for statewide General Education Outcomes may articulate with COCC outcomes. The statewide proposals are still in the draft stage and are being developed through the Joint-Boards Articulation Committee (JBAC). These outcomes are intended to address student ease of transferability from and between Community Colleges and Universities in Oregon.

Status of Assessment of General Education Outcomes in Transfer Programs

- **Dissemination of and engagement with General Education Outcomes:**

The 2007 Regular Interim Evaluation Report pointed out that although COCC had identified General Education Outcomes, the College did not disseminate that information in the College Catalog. The College has since incorporated the General Education Outcomes in the catalog and they can be found on page 32 of the current (2008-2009) catalog.

In June 2007, the College began a campus wide effort to engage faculty with the meaning and value of statewide General Education Outcomes. Although these outcomes differ somewhat from COCC's outcomes, the process helped faculty to understand the meaning of COCC's General Education Outcomes. This "Campus Conversation" involved faculty from all programs who selected a "discussion table." Each table focused on a different proposed outcome along with questions posed by the Joint Boards Articulation Committee (JBAC). Faculty were encouraged to think about how their courses and programs articulated with the JBAC proposals. The discussions were then summarized and submitted to the JBAC. Each "table" was also encouraged to review and discuss COCC's General Education Outcomes. In part as a result from these discussions, the General Education Steering Team in collaboration with COCC leadership decided to dedicate a non-teaching day in the Fall 2007 to further familiarizing faculty with the COCC's General Education Outcomes and to assessing course-level articulation with the outcomes. The following year, the College built from these pilot projects and began a process of assessing General Education Outcomes in Transfer Programs with the intent to include individual programs in this process in subsequent years. (See p. 11 for further discussion of future goals of this process.)

- **2nd Annual Faculty Work Day, Oct. 8th, 2007:**

While the first Instructional Workday (held on 10/09/06) was focused on providing faculty with course-level assessment tools, the subsequent workdays in 2007 and 2008 were to develop faculty focus on the development and assessment of individual Program structure and General Education Outcomes (see Appendix E). The objective for the workshop was two fold: 1) to ask faculty in both CTE and Transfer Programs to reflect on the General

Education outcomes and on the applicability of each to programs, disciplines, and individual courses; and 2) to begin developing projects to assess how well students across courses meet one of two selected outcomes. The selected outcomes were: 1) Communication, and 2) Technology and Information Literacy. (See Appendix E for a description of the workshop.)

Success of workshop Goal 1: CTE and Transfer faculty were given pre-and post “tests” at the workshop and then asked to reflect on the success and relevance of the workshop. These “one-minute” papers were group generated and a summary of these reflections are included in Appendix F. While a small number indicated that they were still confused, most groups identified that they were now more familiar with the General Education Outcomes and expressed more comfort with the process of assessment.

Success of workshop Goal 2: This goal of developing projects turned out to be more difficult for faculty to envision and complete. Among Transfer faculty nine departments committed to assessing the General Education Outcome: Communication, one department proposed assessing the General Education Outcome: Technology and Information Literacy, and one department proposed assessing both outcomes. However, only four departments submitted completed projects by the end of spring 2008. The participation was even lower among CTE faculty. At the end of the workshop two CTE programs submitted a proposal for an assessment project. However, by the end of the year neither program had submitted their completed report.

Response: The GEST team, along with the academic leadership, determined that performance would be enhanced by separating CTE and Transfer faculty into different sessions for the next Faculty Work Day. As a result GEST was discontinued and an Instructional Assessment Team was organized. This team, under the guidance of COCC’s Vice President of Instruction, was comprised of three faculty members, each with a focus on a particular area identified for improvement in the 2007 Evaluation Report: Course Assessment (Julie Hood), Program Assessment (Amy Howell), and General Education Assessment (Amy Harper).

▪ **3rd Annual Faculty Work Day (Oct. 9th, 2008):**

As the Instructional Assessment Team began to plan the 2008 Faculty Work Day Assessment Workshop, it was with the aim of providing separate workshops for CTE program faculty developing program assessment projects and Transfer faculty developing General Education assessment projects. Transfer Program faculty were to attend the second session and were to be prepared to discuss the relevance of each General Education Outcome to each of the transfer programs. Following this exercise faculty, working in groups organized largely along department lines, chose one of the nine General Education Outcomes and began to develop projects to assess at what level students were meeting the chosen Outcome, following models provided (Appendix J).

Part of the focus of the workshop in both CTE and Transfer sections was to provide examples of “closing-the-loop.” (See Appendix O.) Our intent was to demonstrate to the faculty how the assessment process can be used to make meaningful decisions and to encourage faculty to see opportunities for intentional and purposeful growth based on analysis of data trends in the

articulation of course, certificate, and degree outcomes and to better address the needs of the student body.

Summary of General Education Outcome Assessment Pilot Projects (2007-2009)

As a result of the 3rd Annual Faculty Workday (10/9/2008), all departments with transfer programs developed and initiated projects to assess how well and at what level students met COCC's General Education Outcomes. Twenty transfer programs initiated projects to assess four different General Education Outcomes. Below is a brief summary of outcomes assessed and participating programs. See Appendix L for more details about each specific project including an analysis of the data collected and recommended actions as a result of the analysis.

General Education Outcome	Transfer program	Completion date (projected)
Communication: Students will speak, read, write, and listen effectively	Addiction Studies	2008
	Anthropology	2008
	Art	2008
	Criminal Justice	2008
	Early Childhood Education	2008
	Economics	2008
	Geography	2008
	Health & Human Performance	2008
	History	2008
	Math	2008
	Psychology	2008
	Sociology	2008
	Speech	2008
Technology and Information Literacy: Students will use computer technology to gather, process, and communicate information	Computer Information Systems	2008
Quantitative Reasoning: Students will apply appropriate mathematics to analyze and solve problems	Biology	(2009/2010)
	Chemistry	(2009/2010)
	General Science	(2009/2010)
	Geology	(2009/2010)
	Physics	(2009/2010)
Health Choices: Students will identify responsible health and safety procedures	Health & Human Performance	(2009)

The College contracted an Assessment Consultant to review the projects. The consultant noted that the projects resulted in collaboration in the Social Sciences, Math, Writing, Speech, and Science departments to produce common assessment tools. The process of running these pilots also helped faculty better understand the purposes and uses of program assessment data. This is evident in some of the responses our Consultant gathered from faculty. Some faculty commented that their participation in this project has allowed the departmental faculty another venue to discuss the role of student learning in their courses. Others observed that the process allowed them to narrow (or expand) their expectations to better align course and General Education outcomes. Some of the observations and conclusions demonstrate that faculty are beginning to see how the assessment process can be used to make informed decisions about curriculum as well as course-level expectations and methods for improving student learning. Some volunteered comments include:

- Some of the information was useful. Specifically, the isolation of particular areas on the essay where students succeed or struggled was helpful in determining how to engage the students with the assignment in future terms. I would use a similar rubric next time for this particular assignment.
- It [the assessment project] was very helpful. I found most students had mastered the ability to convey content in a fairly effective way but their formatting skills were wretched. As this is a minor component to the General Education outcome, I am considering dropping it from this class. It is more appropriate in different courses where the focus is more on research.
- WR121 is often a recommended pre-requisite for our courses. I wanted to gather data that could be used in a preliminary investigation of whether this pre-requisite is really necessary.

Next Steps

Analysis of progress at the end of the 2007-2009 pilot aimed at engaging transfer faculty in assessing general education outcomes yields the following key observations:

- Instructors are more aware of and engaged in discussion of General Education Outcomes. In fact, whether we need to identify different outcomes for different degrees is now a discussion item within the faculty.
- Instructors have a greater sense of ownership of “General Education.” (As an example of this, please refer to the 2007 Assessment Reflection Paper, Appendix F).
- Faculty have begun to grapple with what it means to “close the loop” at this level. When more General Education assessment projects are completed and disseminated, and with institutional commitment to honor the findings, in so far as possible, with identified resources for improvement, it is expected that the value of doing assessment at this level will become clearer to all faculty.
- The aggregation of data across disciplines remains a challenge. In order to more broadly (beyond the pilot) assess each of these outcomes, the College needs more faculty across disciplines engaged together in mapping, designing common measures to be used in identified courses, and analyzing data—whether or not their individual courses are involved.

- A broad and general discussion of, “What level of performance is good enough” would be timely and should occur in Fall, 2009, as we launch the next cycle of assessment at the Annual Faculty Work-day.

In light of these key observations, the identified next step is similar to that recommended for Program Assessment (see page 17): a clearly defined three-year cycle of assessment for all General Education outcomes and across the transfer and CTE degrees (AAOT and AAS). In this plan (see Appendix M), three of the nine outcomes will be assessed in each of the next three years. The following challenges are expected to be sorted through as we proceed:

- Interdisciplinary ownership of the outcomes, such that faculty who feel invested in a particular outcome are meeting with other faculty to map appropriate courses, design appropriate measures, define the desired level of performance, and analyze results to determine next steps as an institution.
- The question of whether these outcomes are appropriate across transfer and CTE degrees, and whether the same levels of performance apply is one that will be grappled with early in this process.

Assessment of Student Learning Outcomes in Programs

History

As discussed in the section on Course Assessment (see page 3), while individual programs were encouraged to develop outcomes, most of the focus on assessment between 2002 and 2007 was at the course level and increasingly at the level of General Education Outcomes. The 2007 Regular Interim Evaluation Report noted this lack of assessment at the level of individual program. In their report, the Evaluators commended the College for the financial and institutional support provided faculty in developing a culture of assessment. The Evaluators identified “pockets of excellence” in programs such as Nursing, Writing, and Business, but expressed concern that most of the work on student learning assessment was primarily at the course level. Specifically, the evaluators noted the need to more clearly and consistently articulate course outcomes and instructional programs. (See p.10 of the 2007 Evaluation Committee Report.) The Evaluators observed that instructional programs need to more clearly identify levels of expected competencies, to assess if those levels have been met, and demonstrate adjustments to improve student learning on that basis of assessment data.

The 2007 evaluator’s visit and subsequent report prompted some discussion among individual faculty members and within faculty organizing bodies (such as the Faculty Forum, GEST and Chairmoot). Much of this debate centered on the usage of the word “program.” The confusion stems from a tendency to conflate “program,” “department,” “discipline,” and “degree.” To move forward, COCC leadership, both administration and faculty, decided to focus attention on developing and assessing Program level outcomes within the Career Technical Education (CTE) Programs. Most of the CTE faculty already had some exposure to thinking about and assessing student performance at levels beyond the individual course and were familiar with the role of their courses within a “program” through their alignment with individual National Standards. Faculty in the Transfer Programs focused their attention on assessing General Education Outcomes and making course-level decisions on the basis of data generated from this assessment. Over the next three years COCC plans to bring CTE programs into the assessment

process for General Education Outcomes and Transfer Programs will begin work on developing and assessing individual programs.

Status of CTE Program Assessment

In response to the 2007 Recommendations, COCC leadership identified three primary goals for the CTE programs in the 2007 – 2009 period; 1) to maintain the “Culture of assessment” within the CTE programs, 2) to articulate outcomes for each of the CTE programs, 3) to begin an assessment process of those programs outcomes both in terms of how well students are meeting the outcomes and how well the stated outcomes articulate with course outcomes, national standards and/or the needs of target employers. These goals have been addressed through the following events and projects:

- **Inclusion of assessment related topics in the regularly scheduled CTE meetings.** Representatives from CTE programs meet regularly to discuss issues specific to technical programs. Agenda items at these meetings often include concerns about changes to the Perkins Grant (see “Programs of Study” section for more information on these changes), articulation with national or state mandated standards, career fairs and promotion of programs. Over the last few years the agenda has increasingly incorporated discussion specific to course and program level assessment. While program assessment is not new, this past year there has been an increased level of confidence among program coordinators as they, in association with lead assessment faculty, identify program goals and begin to consider the relatedness of general education outcomes in individual programs. CTE program faculty have appreciated the opportunity to work with each other and to share ideas for data collection techniques and assessment projects (e.g., weighted exams and portfolios).
- **3rd Annual Faculty Work Day (10/13/08):** On the basis of the previous year’s workshop (see page 8) it was apparent that faculty in the CTE Programs and Transfer Programs had different conceptual problems with assessing the articulation of outcomes at the course, program, and General Education levels. To address these differences the 2008 workshop was divided into 2 half-day sessions, with CTE faculty attending the first session, and Transfer Faculty to attend the second session. To prepare for the first session, CTE faculty were encouraged to bring program outcomes. During the workshop they were trained to develop a concrete assessment project for one of those outcomes. The return rate on this year’s projects has been exceptional: 18 programs submitted project outlines at the end of the workshop, of which nine have been completed. The other projects are continuing through the winter and spring term. The 2009 Instructional Workday will be partially dedicated to reporting out of all the final projects. (See Appendix M for the full three year plan.)
- **Instructional Assessment Web:** Development of a web presence to aid access to key documents and achievements. As we move beyond the Pilot, this will become a key way in which faculty can learn from each other and explore interdisciplinary impacts.
- **Assessment and Articulation of “Programs of Study”:** The Carl D. Perkins Career and Technical Education Improvement Act of 2006 includes the requirement for the development and implementation of CTE programs of study. According to the Act, States must develop the programs of study in consultation with local programs, businesses, and industry. The Act

also requires the College CTE programs to articulate with CTE programs in the local high schools. In fact, the high schools determine the programs of study to be included in the Perkins funding. The funding also requires that students completing any given program of study must have 3rd party evaluation from an outside, independent, and impartial source such as NOCTI (National Occupational Competency Testing Institute). The assessment and articulation of programs of study provides yet another method by which CTE faculty use data, in this case the data provided by High School programs, local businesses, and industry standards, to evaluate student performance and make decisions for improvement and growth on the basis of these data. The College in association with local high schools has developed a 5-year plan (see Appendix Q) in which all identified programs of study will be articulated with the high school programs, and their program specific outcomes will be assessed. Currently the Business and Culinary programs have completed this process. See Appendix R for an example of the assessment process for the Business program.

Summary of CTE Assessment Pilot Projects (2008- 2009)

As a result of the 3rd Annual Faculty Workday (10/9/2008), all CTE programs developed a concrete assessment project for one of their program outcomes. In some cases (for instance business) programs assessed multiple outcomes. Eighteen CTE programs participated in developing and implementing program assessment projects. A brief summary of programs and program outcome(s) assessed are listed on page 15. See Appendix K for more details about each specific project including an analysis of the data collected and recommended actions as a result of the analysis.

As with the General Education Outcome Assessment projects, these Program Pilot Projects have been very useful in promoting an awareness of the linkage between course-level work, program outcomes, and national standards. Some faculty have already used the information gathered from this pilot to begin thinking about new assessment projects. As one participant observed:

“The results [of the pilot project] allowed us to see a percentage of students achieving at College level or beyond, but this alone is not “meaningful” enough. I have found that portfolios are more suitable to a vocational field....As a result, this year I am conducting a program assessment project to determine students’ professional preparation with respect to national standards for this program at the AA level.”

One of the pilot project participants noted that the projects served to clarify the process of identifying program outcomes and assessing those outcomes, which will allow for the development of more meaningful projects in the future:

“I wish I would have put my program objectives together before I chose this particular outcome to measure. I did it backward. This is more of an outcome on a per course basis and not so much program. For next term I can take a program outcome and assess that for you. But for this one, this is what I have. I really didn’t know what I was doing when we did this. It was so foreign to me then. It makes sense now.”

CTE Program	Program outcome assessed	Completion date (projected)
Addiction Studies	Demonstrate writing skills appropriate to clinical documentation	(2009)
Automotive	Students who are math-ready perform better in the program.	(2009)
Aviation	Demonstrate understanding of the US National Airspace System	2008
Business	Describe the elements of financial statements	(2009)
	Demonstrate effective written business communication skills	2008
Criminal Justice	Demonstrate effective communication skills, both verbal and written	(2009)
Dental Assisting	Perform entry-level dental assisting skills	2008
EMS	Perform essential skills outlined in local protocols with minimal supervision	(2009)
HIT	Meet or exceed the national average pass rate in every domain of the RHIT exam	2008
Licensed Massage Therapy	Demonstrate professional behaviors consistent with NCBTMB	(2009)
	Perform safe and relaxing full body 60 minute massage	(2009)
MATC	Define and utilize five common welding processes	(2009)
Medical Assisting	Perform medication administration safely and accurately	2008
	Demonstrate critical thinking and problem solving skills when administering medications	2008
Military Science	Demonstrate appropriate use of navigation tools (map, compass, protractor, aerial photos, sketch, and satellite photos)	(2009)
	Communicate through verbal and written skills in an OPOR	(2009)
	Lead complex functions and demonstrate decision making process as an officer	(2009)
Forest Resources	Understand and utilize Map Scale in Map, Compass, and GPS	(2009/2010)
Nursing	Apply the nursing process to provide and direct holistic, individualized patient care in acute, critical, community-based, and long-term care settings	2008
Structural Fire	Actively communicate in terminology of fire/emergency medical profession	(2009)
Wildland Fire	Demonstrate working knowledge of the legal issues related to instruction under National and State Standards	2008

Other examples of the success of using the assessment process to make data-driven decisions at the program level can be seen in the Business Department. In reviewing their Applied Accounting Series for the Perkins “Program of Study” Grant, the project head, Jim Ellis, first linked course student-learning outcomes with Program Outcomes. This process revealed a few surprising “holes” in that some of the stated program outcomes were not being covered in the required accounting courses (only in related finance courses). In concluding his report, Jim Ellis wrote:

“This finding created discussions concerning the level of coverage of critical topics. Because of this exercise we are now altering our curriculum to cover this topic in more depth. Some of these topics are foundation areas for our more advanced level 3 and 4 classes. ... This was a very valuable exercise. This will now become a continuous quality improvement process.”

Other Measures of Program Success

In addition to the ongoing Program Assessment Projects, the College administrative and academic leadership developed additional data collection projects to aid reviewing all programs (Transfer and CTE). The Program Review and Support (PRS) Committee recently concluded a lengthy and arduous process of identifying the process, data, and benchmarks to identify “programs at risk.” In Fall, 2008, we evaluated all CTE and transfer programs in line with the identified indicators (3 year trends in cost/FTE, revenue/FTE, enrollment, and faculty recruitment and engagement measures). See Appendix P for sample program review and explanatory notes. In addition, we publish data on each program each Fall to use in the following year’s budget development, most particularly to identify programs most in need of added faculty positions (on the basis of FT/PT ratio, course level retention, etc: see appendix P for explanation). These efforts have established a more systematic approach to data-driven decision-making, and are outgrowths of the previous efforts to build a “culture of assessment” at COCC. In addition, they have the benefit of making program staff more aware of their courses as constituting a “program.” Outside of CTE—and in some cases within CTE—this lack of awareness of one’s “program” in the past formed a barrier to program assessment.

Another method of assessment utilized by the College is through Institutional Effectiveness (IE) reports developed to support measuring the College’s progress in meeting established Board priorities for 2007-09. Access and success is one priority area and the IE reports provide external, indirect measure of student success such as participation, retention, completion and transfer rates as they relate to specific student populations of interest to the Board and the College. (See Appendix S for an example Institutional Effectiveness report.)

Next Steps

As we have done consistently in our efforts to develop assessment strategies at COCC, we base our sense of next steps on analysis of the results of current efforts. In this case, our desired outcome is authentic, systematic, ongoing and meaningful assessment for all programs. The pilot effort began with a modest goal of assessing a minimum of one outcome per program. As noted in the previous section, some of these projects are still collecting their data for analysis while others are in the process of analyzing their data. We are pleased to see that our pilot effort in CTE program assessment has had the positive effect of engaging a broad spectrum of our program staff in assessment at the program level and we have recently seen rapid progress in

articulating “program outcomes” as faculty have learned from the models provided and from one another across programs. Now that we have built expanded faculty interest in and comfort with the assessment of CTE program learning outcomes, we can begin to involve all programs, both CTE and transfer, in a systematic, periodic assessment of all (or at least most) of their program outcomes. Doing so will require that we provide training in mapping outcomes onto courses and assignments, the development of discrete measures, and the process of aggregating data across courses.

The Three-Year Plan: The task of assessing all courses, all programs, and all General Education outcomes, as well as continuing our institutionally-mandated program review process mentioned above, can seem overwhelming and we have learned that faculty are unlikely to embrace assessment when it appears both foreign and overwhelming. Therefore the College leadership has designed a three-year program assessment cycle through which all programs across the College will be assigned to complete a full program assessment in one of the next three years, with approximately one-third of programs assigned each year. (See Appendix M.) The assessments and the use made of them are expected to become stronger each year, as faculty learn from each other and, in particular, understand the value that program faculty found in the process. Faculty will present their assessments, findings, and next steps to the full faculty at the annual Columbus Day Faculty work day and also on the instructional assessment web.

To support this process, the College will present sample assessments, provide faculty coordinators to work with faculty, and provide summer pay for those programs needing support. We will look for outside trainers, if needed, to help faculty develop appropriate measures of student learning.

It is expected that as this first cycle rolls out, and with the General Education assessment cycle occurring at the same time, the faculty will be better able to make the connections between course, program, and General Education outcomes. That is, while the program and General Education assessments are not directly linked in the 3-year schedules, it is expected that the links will be discovered as faculty work on or learn about projects at the program and General Education levels.

Conclusion

Over the course of the past decade, COCC has developed a faculty supported culture of assessment. Most of this work developed at the course level and has provided a strong model for further developing assessment practices at the level of program and degree. Movement toward bringing meaningful assessment beyond the course level initially began in 2005 with the drafting and approval of COCC's General Education Outcomes. In 2007 the College intensified work on developing assessment practices beyond the course level by initiating pilot projects to assess program and general education outcomes. The Assessment Team started this process by arbitrarily separating CTE faculty and encouraging the development of projects to assess CTE program outcomes, while transfer faculty focused their projects on assessing the articulation of General Education Outcomes. At this time all faculty are engaged in the assessment process and with the implementation of the Three-Year Plan all faculty will continue to develop this engagement and work on further articulating the three levels of assessment: course, program, and General Education. The College is committed to a ground-up approach to assessment in which faculty are directly engaging with, and taking ownership of, the assessment process. Faculty involvement is evident by participation on committees such as the General Education Steering Team, previously the Faculty Assessment Team. Faculty also played key leadership roles in the development and support of the 2008/2009 Pilot Projects. As we move forward with the Three-Year Plan, this commitment to faculty engagement continues to inform our process. As projects are completed the faculty involved will present to the entire faculty body. This approach is also intended to foster a dialog about the value of assessment at all levels of instruction across departments, disciplines, and programs.

COCC is proud of the distance we have come in the complex task of multi-level assessment of student learning. We are working toward our goal of systematic, ongoing and meaningful instructional assessment with confidence that the goal is a worthy one and that we have discovered the tools and strategies needed for wider and deeper engagement.

Appendices

Appendix A: General Education Outcomes

Appendix B: CTE Program Outcomes

Appendix C: 2007 Instructional Plan

Appendix D: New Course Proposal Forms

Appendix E: 10/08/07 Assessment Workshop Description

Appendix F: 10/08/07 Assessment Reflection Paper

Appendix G: 2007 Assessment Project Template

Appendix H: Assessment Newsletters

Appendix I: 10/13/08 Assessment Workshop Description

Appendix J: 2008 Assessment Project Template

Appendix K: 2008-2009 CTE Pilot Project Summary

Appendix L: 2008 – 2009 General Education Pilot Project Summary

Appendix M: Program Assessment 3-Year Plan

Appendix N: General Education Outcomes 3-Year Assessment Plan.

Appendix O: Examples of “Closing-the Loop”

Appendix P: Sample Program Review Analysis and Explanation

Appendix Q: Perkins “Program of Study” Timeline and Five-Year Plan

Appendix R: Example of Business Program of Study Articulation and Assessment.

Appendix S: Example of Institutional Effectiveness Report

Many of our exhibits are available on the web. Other resources are available upon request. Please also visit the following websites:

- COCC catalog:
http://current.cocc.edu/Degrees_Classes/Catalog/default.aspx
- COCC Assessment Web (in progress):
<http://assessment.cocc.edu/>

APPENDIX A: General Education Outcomes

COCC's General Education outcomes were drafted during the 2005-06 academic year by the Faculty Assessment Team (FAT) at the bequest of Academic Affairs. The next step was to map the outcomes onto the curriculum to determine whether the outcomes are addressed in our courses. In Fall 2006, after FAT had introduced and mapped the General Education outcomes, Academic Affairs approved them. The outcomes are:

COCC's GENERAL EDUCATION OUTCOMES

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

APPENDIX B: CTE Program Outcomes

(as of February 27, 2009)

Program: Addictions Studies

1. Demonstrate ability to appropriately screen and assess clients and available significant others; student will obtain, organize, analyze, evaluate, disseminate and record information such as client data and statistical information to provide the delivery of human services
2. Demonstrate ability to integrate knowledge of cultural diversity in multiple settings and with multiple clients and available significant others
3. Demonstrate ability to collaboratively develop an effective and clear treatment plan by assessing client needs and selecting interventions that will assist clients in promoting optimal functioning, growth and goal attainment
4. Demonstrate knowledge of appropriate community referral resources and utilization of client support systems and resources
5. Attain and develop a core of intervention knowledge, theory, and skills to become a change agent for clients
6. Demonstrate the values and ethics that are intrinsic to the human services profession
7. Develop awareness of his/her values, cultural bias, philosophies, personality, and style and how these personal characteristics affect clients
8. Demonstrate professional interviewing skills
9. Demonstrate writing skills appropriate to clinical documentation
10. Create genuine and empathetic relationships with clients

Program: Automotive Technology. The following are student outcomes for all students seeking a Certificate or AAS Degree. Individual courses incorporate most of these outcomes. In addition, the formalized competencies are made available to students throughout the program.

1. ENGINE REPAIR- STUDENTS WILL DEMONSTRATE COMPETENCY IN general engine diagnosis; removal and Reinstallation; Cylinder Head and Valve Train Diagnosis and Repair; Engine Block Assembly Diagnosis and Repair; Lubrication and Cooling Systems Diagnosis and Repair
2. AUTOMATIC TRANSMISSION AND TRANSAXLE – STUDENTS WILL DEMONSTRATE COMPETENCY IN General Transmission and Transaxle Diagnosis; Transmission and Transaxle Maintenance and Adjustment; In-Vehicle Transmission and Transaxle Repair; Off-Vehicle Transmission and Transaxle Repair
3. MANUAL DRIVE TRAIN AND AXLES – STUDENTS WILL DEMONSTRATE COMPETENCY IN Clutch Diagnosis and Repair ; Transmission/Transaxle Diagnosis and Repair; Drive Shaft and Half Shaft, Universal and Constant-Velocity (CV) Joint Diagnosis and Repair; Drive Axle Diagnosis and Repair; Four-wheel Drive/All-wheel Drive Component Diagnosis and Repair
4. SUSPENSION AND STEERING – STUDENTS WILL DEMONSTRATE COMPETENCY IN Steering Systems Diagnosis and Repair; Suspension Systems Diagnosis and Repair ; Wheel Alignment Diagnosis, Adjustment, and Repair Wheel and Tire Diagnosis and Repair
5. BRAKES – STUDENTS WILL DEMONSTRATE COMPETENCY IN Hydraulic System Diagnosis and Repair; Drum Brake Diagnosis and Repair; Disc Brake Diagnosis and Repair; Power Assist Units Diagnosis and Repair; Miscellaneous (Wheel Bearings, Parking Brakes Electrical, Etc.) Diagnosis and Repair; Anti-lock Brake System
6. ELECTRICAL/ELECTRONIC SYSTEMS – STUDENTS WILL DEMONSTRATE COMPETENCY IN General Electrical System Diagnosis; Use wiring diagrams during diagnosis of electrical circuit problems; Battery Diagnosis and Service; Starting System Diagnosis and Repair; Charging System Diagnosis and Repair; Lighting Systems Diagnosis and Repair ; Gauges, Warning Devices, and Driver Information; Systems Diagnosis and Repair; Horn and Wiper/Washer Diagnosis and Repair; Accessories Diagnosis and Repair
7. HEATING AND AIR CONDITIONING – STUDENTS WILL DEMONSTRATE COMPETENCY IN A/C System Diagnosis and Repair; Diagnose unusual operating noises in the A/C system; determine necessary action; Refrigeration System Component Diagnosis and Repair; Heating, Ventilation, and

Engine Cooling System Diagnosis and Repair ; Operating Systems and Related Controls Diagnosis and Repair ; Refrigerant Recovery, Recycling, and Handling

8. ENGINE PERFORMANCE – STUDENTS WILL DEMONSTRATE COMPETENCY IN General Engine Diagnosis; Computerized Engine Controls Diagnosis and Repair; Ignition System Diagnosis and Repair; Fuel, Air Induction, and Exhaust Systems diagnosis and Repair; Emissions Control Systems Diagnosis and Repair; Engine Related Service

Program: Aviation

1. Demonstrate a thorough understanding of aviation by passing the FAA airmen knowledge tests for private pilot and commercial pilot certificates, and the appropriate instrument rating.
2. Display aviation piloting skills and knowledge by passing the FAA Practical exam for the private pilot and commercial pilot certificates, multiengine and instrument ratings.
3. Apply weather knowledge to flight planning.
4. Increase flight safety by minimizing exposure to weather hazards.
5. Demonstrate skills in Aeronautical Decision Making (ADM).
6. Develop an understanding of pilot careers and required qualifications.
7. Exhibit required pilot in command (PIC) skills and responsibilities.
8. Use appropriate communications concepts and skills.
9. Understand how the mind and body function during flight.
10. Utilize available internal and external airmen resources.

Program: Criminal Justice

1. Express a thorough knowledge of the criminal justice system including police, courts and corrections.
2. Identify the characteristics of professional integrity and ethical standards for Criminal Justice Professionals.
3. Describe and relate the constitutional rights and responsibilities of citizens, offenders and victims as they apply to state, federal and procedural laws.
4. Identify legal and moral responsibilities of criminal justice professionals as they relate to cultural diversity and establishing positive community relationships.
5. Apply sociological and psychological theories to better understand criminal behavior.
6. Develop an understanding of public safety careers and explore their own qualifications for entry level public safety positions.

Program: Dental Assisting Program

The COCC Dental Assisting Program is accredited by the Commission on Dental Accreditation (CODA). The following six program outcomes were developed as a result of the standards set by CODA:

1. Perform duties within existing ethical and legal parameters of the clinical dental practice.
2. Apply current concepts of infection control and occupational safety.
3. Perform entry level dental assisting skills.
4. Interact effectively with patients, peers and dental health team.
5. Demonstrate professional behaviors consistent to the dental practice.
6. Apply knowledge of basic sciences.

Program: Early Childhood Education

Outcomes are designed by program instructors and 4-year partners, and they are informed by NAEYC guidelines.

By the completion of our program, each student will:

1. Demonstrate lifelong learning skills including information access and review and beginning critique, observation skills, attendance at professional meetings, and peer interaction and review.
2. Understand primary theories used in early childhood development and education.
3. Integrate new knowledge into practices.
4. Demonstrate knowledge in how children typically learn and patterns of development specific to developmental domains.
5. Demonstrate knowledge of effective observation, screening, and assessment tools used to identify needs and plan education programs for children in early childhood programs.

6. Demonstrate communication skills in written and verbal formats to peers, children, individuals, groups, families, and professionals.
7. Demonstrate ability to integrate knowledge of cultural diversity in multiple settings and with multiple families and children.
8. Demonstrate ability to apply knowledge of health and safety issues affecting child development within a home and classroom setting.
9. Demonstrate ability to manage a classroom in early childhood, including program planning, curriculum development and implementation and guidance strategies.
10. Demonstrate knowledge of professional standards, licensures, and related laws governing early childhood education.

Program: AAS Forestry

1. Be able to communicate effectively, both orally and in writing, using appropriate technical language. Perform group problem solving, decision-making and conflict management activities to function effectively in society.
2. Demonstrate appropriate technical knowledge and practical applications necessary for employment in the natural (forest?) resources field.
3. Be able to inventory appropriately, including identification of plants and animals, measurements and recognition of soil properties.
4. Be able to correctly use the techniques, skills and tools necessary for practice in the field including GPS, maps, compass, and plant and animal identification.
5. Be able to recognize, interpret and manipulate electronic data associated with natural resource management.
6. Be able to apply forest management principles and practices to the development and implementation of land management plans.
7. Demonstrate an understanding of fire weather and fire fuels, fire protection practices, their histories and related policies.
8. Understand the ecological and management principles that apply to wildlife, fish, forest, soil, water and recreation resources.

Program: Licensed Massage Therapy

1. Demonstrate client communication, client safety and client consent skills at all times.
2. Recognize medical conditions in which massage therapy is contraindicated and hazardous to the client.
3. Apply the knowledge of anatomy, physiology and kinesiology during a massage therapy session.
4. Perform entry level relaxation massage.
5. Demonstrate an understanding of biomechanics and kinesiology as they relate to bone, cartilage, tendons, and muscle tissue.
6. Evaluate and utilize the information received from each client's health history form and initial interview to implement a safe and effective massage therapy session.
7. Define boundaries and use them in accordance with Oregon Board of Massage Therapy rules and statutes that define Ethical Standards.

Program: Manufacturing Technology

1. Safety Awareness: Use safe working techniques and working practices that comply with OSHA requirements.
2. Employability Skill and Practices: Demonstrate abilities that contribute to employability such as self motivation, time efficiency, with effective written and oral communication.
3. Career Advancement Skills and Personal Initiative: Demonstrate career skill practices by engaging in problem solving, time management, and shop management practices working as a team.
4. Technical Welding Skills: Demonstrate knowledge, set up and the correct use of welding equipment.
5. Basic Properties and Identification of Weldment discontinuities and Acceptable Weld Profiles: Demonstrate the ability to acceptable weld discontinuities such as under cut, over lap and weld bead profiles to A.W.S. standards.

Program: Medical Assisting

1. Demonstrate critical thinking & problem solving skills during critical competencies check offs.
2. Apply safety & infection control measure to patient care.
3. Perform medication administration safely & accurately.
4. Demonstrate competence with patient care equipment and technology to provide safe & quality care.
5. Demonstrate critical thinking /problem solving skills through prioritized Patient care.
6. Demonstrate competency consistent with entry level medical assistant.
7. Demonstrate accountability for legal and ethical codes of conduct for Medical Assistants.
8. Demonstrate teamwork in delivery of quality patient care.
9. Provide individualized quality patient care under the supervision of RN or physician.

Program: Nursing—Associate Degree

1. As Provider of Care: Apply the nursing process to provide and direct holistic, individualized patient care in acute, critical, community-based and long term care settings.
2. As Manager of Care: Coordinate and manage the delivery of care to meet the health care needs for a group of patients.
3. As Communicator: Utilize therapeutic and professional communication skills to achieve patient outcomes in collaboration with healthcare providers from across the continuum of practice settings.
4. As Teacher: Develop and implement individualized teaching plans for patients, families, caregivers, and members of the health care team.
5. As Member within the Discipline of Nursing: Internalize and model professional behaviors (and values) of the registered nurse.

Program: Practical Nurse

1. As Provider of Care: Provide patient-centered care based on established standards, and contribute to and participate in nursing care delivery.
2. As Manager of Care: Set priorities, organize and deliver nursing care to groups of patients.
3. As Communicator: Communicate effectively, therapeutically, and professionally with a diverse group of individuals.
4. As Teacher: Reinforce teaching plans or teach from established standards.
5. As Member within the Discipline of Nursing: Provide holistic nursing care based on ethical/legal principles of healthcare within the scope of practice of the practical nurse.

Program: Structural Fire

1. Have strong written and oral communication skills.
2. Be able to effectively communicate in the terminology of the fire and emergency services.
3. A thorough understanding of the field of fire science in both the public and private sectors.
4. The necessary skills to effectively work within the organizational structure of the fire science field.
5. A working knowledge of the basic field strategy and tactics that relate to various kinds of specific fire situations.
6. A thorough understanding of the laws and ordinances related to fire prevention, protection and mitigation, and alarm systems.
7. A thorough understanding of fire prevention and suppression techniques.
8. An understanding of the causes, motives, and methods of arson, and the tools and methodologies available in fire and arson investigation.

Program: Wildland Fire

1. Prepare students to become technicians in wildfire prevention and suppression, as well as, fuels and vegetation management.
2. Have strong written and oral communication skills
3. Develop the tools for all levels of decision making and seek information to improve decision making in wildland fire suppression and management.
4. A working knowledge of the basic field strategy and tactics that relate to various kinds of specific fire situations.
5. Students will demonstrate an understanding of fundamental leadership principles.
6. Demonstrate safe work practices/behaviors as outlined in LCES.

7. Use the ICS to manage an incident or event.
8. Describe the interaction of fuels, weather, and topography on wildland fire behavior, fireline tactics, and safety.
9. Interpret, communicate, apply, and document wildland fire behavior and weather information.
10. Students will meet the standards set forth by the National Wildfire Coordinating Group under the Wildland Qualifications System.

APPENDIX C: 2007 Instructional Plan

Fall, 2007, prepared by VPI

COCC INSTRUCTIONAL ASSESSMENT PLAN Internal Measures of Student Learning

Purpose

The purpose of assessment of student learning outcomes is quite simply to improve students' learning. Faculty members, program coordinators, and chairs will evaluate assessment results to identify ways to improve the educational environment, delivery, or curriculum or otherwise enhance student success.

Scope of this plan: the goal is that assessment of student learning take place at each of these levels:

- Degree level: COCC General Education Outcomes (beginning with Basic Skills and Distribution Requirements for AAOT)
- Program level: All Career technical programs offering degrees or certificates of one year in length; other program areas not included in General Education requirements, above (examples: Foreign Language, Study Skills).
- Course level: All instructors should have outcomes for their courses, begin assessing those outcomes, analyze the data, and make changes.

Steps involved in Outcomes Based Assessment of student learning:

- Articulate measurable outcomes for the course, program, or degree.
- Map those outcomes onto the curriculum or syllabus: where does the learning performance occur? What would be the key assignment/s to use to determine the level of learning that has occurred?
- Identify an assessment instrument (rubric, imbedded test item, portfolio) and method of collecting data.
- Articulate a question for this assessment round (One is ready made, "how do we know the students who complete our certificates or degrees are learning what we think they need to know?" A more focused question might be articulated by the group, for example, "What is the success level of students who enter the program or course of study needing some remediation in basic skills?")
- After the data is available, analyze in terms of question and determine a course of action (close the loop).

Evidence of Learning

- It is important to distinguish between **internal** (student performance on measures normally created by COCC and directly linked to programs and courses) and **external** (completion rates, retention rates, employment figures, etc.) measures of success. The external measures have been developed as Strategic Planning Indicators: this Plan focuses on internal measures.
- **Internal** measures used by institutions of higher education include standardized tests administered to students approaching graduation, cross-disciplinary review of the students final learning portfolio, or evaluation of student performance on imbedded items in key courses and assignments. Since an assumption of this "COCC Instructional Assessment Plan" is that the task of assessment should create minimal disturbance of faculty workload or displacement of faculty judgment in preparing graduates, the intent is to use the latter approach: assessment of student learning can occur if performance is assessed outcome by outcome within courses and aggregated across courses, in sets to be determined by the faculty involved in the particular assessment task.

Who will review the student learning data and interpret the results?

- Faculty members and chairs will analyze the results of learning outcomes measures to identify program strengths, challenges, and plans for improvement.
- Deans, the VPI, and the Executive Team will in some situations review the summary analysis (but not the data itself) to determine need for resource.

Timeline:

Substantial assessment planning at each level in 2007-08, with pilot projects in Spring, 2008, and with substantial assessment across all levels in 2008-09.

Who does what?

VPI will continue to set the parameters for this effort and to monitor resource needs.
Julie Hood will serve as Assessment Coordinator.

The GEST (General Education Steering Team) will oversee General Education Outcomes Assessment planning, implementation, and analysis.

Assessment Liaisons (one per department) will serve as coaches and monitors

Assumptions:

1. As we move further with assessing measurable outcomes, it is certainly true that students may very well learn more in your class than is measured or measurable.
2. Faculty members need templates, guidance, and support in these assessment efforts.
3. Simplicity, clarity, and consistency should be prime values of the leadership in directing these efforts.
4. External agents will continue to shape these efforts, but to the degree possible, COCC will leave assessment to those involved in providing the instruction.
5. Perhaps no measurement tool is perfect, but the value is comparative: faculty would look at results from year to year or from section to section of the same class.
6. Assessment reports should support resource requests and decisions.

**APPENDIX D:
New Course Proposal Forms**

Central Oregon Community College

Date / /

Course Approval Form

DEADLINE for changes to appear in the 08-09 published catalog: February 15, 2008

Section 1. Proposal Information Academic year to take effect: - Term

(The academic year begins fall term)

Course title and number:

TYPE OF CHANGE:

- New course
- Change of course title (old title)
- Change of course number (old #)
- Change in existing course. Please explain.
- Deletion of course
- Other, please explain

RATIONALE *Please briefly answer the following questions. The Curriculum Committee may ask for additional information during the first reading.*

1. How does this proposal further the goals of the program or department?

2. What assessment evidence supports this proposal?

3. (New courses) How do you know there is a demand for this course?

Section 2. Course Description (include a course description as it should appear in the college catalogue)

TYPE OF COURSE:

- | | | | |
|--|----------------------------------|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> Lower Division Collegiate Transfer | Program <input type="checkbox"/> | Requirement <input type="checkbox"/> | Elective <input type="checkbox"/> |
| <input type="checkbox"/> Professional/Technical | Program <input type="checkbox"/> | Requirement <input type="checkbox"/> | Elective <input type="checkbox"/> |
| <input type="checkbox"/> Developmental | | | |
| <input type="checkbox"/> Distribution List Courses (provide justification below) | | | |

Course number _____ Course title for Banner (30 character maximum) _____
 Mandatory Prerequisites: yes no (if yes, mandatory requests go through Academic Affairs)
 List Courses _____
 Co-Requisite: yes no
 List Courses _____
 Recommended prerequisite: yes no
 List Courses _____
 Grade option: standard grading Pass/ no pass only
 Credit hours: _____ New credit hours _____ Old credit hours _____

<u>Minimum Contact Hours Per Term</u>	<u>Load Unit Values Per Term</u>	<u>Course</u>
<u>Codes¹</u>		

Lecture (10 hours: 1 credit)	New:	Old:	Lecture	New:	Old:	Activity Code:
Lect/Lab (20:1)	New:	Old:	Lect/Lab	New:	Old:	CIPS Code:
Lab/PE Act. (30:1)	New:	Old:	Lab/PE Act.	New:	Old:	TOPS Code:
CWE/Pract. (30:1)	New:	Old:	CWE/Pract.	New:	Old:	
Clinical (30:1)	New:	Old:	Clinical	New:	Old:	
Major Ensemble (30:1)	New:	Old:	Major Ensemble	New:	Old:	
Private Lessons (10:1)	New:	Old:	Private Lessons	New:	Old:	

¹ Contact Instructional Deans' Administrative Assistant for course codes.

Section 3. Institutional Resource Impact

Human, Physical, and Financial Resources:

Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course.

Source of funding:

No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.

Fees: (All fees must be approved by the College Affairs Committee)

Fee requested (please explain)

No special fees will be required for this course

Library Resources

Additional Library resources needed; discussed with Librarian

No additional Library resources needed

Section 4: Syllabus -- Please attach a syllabus that includes

1) Major Topics 2) Outcomes 3) Grading Policy

Information available at <http://employees.cocc.edu/Faculty+Resources/Fundamentals/default.aspx>

Department Chair

Date

Curriculum Chair

Date

Vice President for Instruction

Date

General Instructions: Fill in or address each item on the form. Submit an electronic copy and 1 printed copy of the completed form with the Department Chair's signature to the Instructional Deans' Office at least one week prior to the meeting at which it is scheduled to be presented. Check the posted agenda in the curriculum folder to confirm that the course is listed. A faculty representative should attend all meetings at which the form is discussed. Following Curriculum Committee approval, the form will be forwarded to the Vice President for Instruction's office to be sent to the State for approval. For more information, contact the current Curriculum Chair.

Minimum Contact Hours per Term: The course specified should represent the minimum number of hours the instructor of record meets with students, as a class, for the term. If the course is variable credit, enter the range of credit and contact hours. Please be sure to follow the correct class hours to credit ratios next to each contact category. Assume a 10-week term when converting hours per week to hours per term.

Load Unit Values per Term: Specify the correct number of load units for each category (lecture or lab) according to the COCC faculty bargaining agreement (Article 8).

APPENDIX E:
10/08/07 Assessment Workshop Description

Brief Menu for the Morning:

"The Big Picture" Kathy Walsh

Fun, Interactive Activities including:

- Choosing a Common Degree/Certificate Outcome
- Developing a Common Assessment Activity
- Developing a Common Assessment Instrument
- Planning for Collection and Documentation of Data
- "Closing the Loop" of Assessment
-



Outcomes for the Session:

Diners will:

1. Realize their role in accomplishing Board Goals.
2. Understand the value of Gen Ed/Program outcomes for all stakeholders.
3. Develop a plan for teaching and assessing at least one Gen Ed/Program outcome.
4. Generate a form for documentation of assessment of at least one Gen Ed/Program outcome.
5. Develop a collaborative team to work with through the year

***Partial List of Possible AAS or Certificate Programs**

Addiction Studies	Forestry
Automotive Technology	GIS
Business Administration	HIT
CIS	Manufacturing Technology
Culinary	LMT
Dental Assisting	Medical Assisting
ECE	Nursing
EMS	Study Skills Courses
Structural or Wild land Fire	

Come Join Your Colleagues
At a Productive Day at the
**College Way
Assessment Café**



Monday, October 8th, 2007
Grandview Cafeteria
9:00-12:00

FAMILY STYLE SEATING

(Work Group Selection)

Before you come to the Café, you'll need to select a Family (aka Work Group) to sit with. Select family members who teach courses in the same subject area as you. Good ways to group yourselves are by the degree(s) or Certificate(s) your courses support:

*AAOT Degree or Transfer Courses	*AAS Degree or Certificates
Courses meeting requirements for the AAOT (Basic Skills or Distribution Requirements) or other Transfer Courses	Courses leading to an AAS or One Year Certificate *see back for examples

You may have a huge family made up of a whole department, or a smaller family made of people teaching the same course or courses as you. Your Choice!



Your Family will be working on ways to assess and document progress toward at least one Common General Education Outcome (selected from the Wine List Provided) or AAS or Certificate outcome(s) (BYO).



Please bring all COURSE syllabi or PROGRAM Outcomes you have already written.



THE WINE LIST

(Common Degree or Certificate Outcomes)

Your Family should choose a minimum of ONE outcome that your Degree or Certificate supports. You will be working together on ways to assess this common outcome.

Red Wines:
COCCS General Education Outcomes
(Especially good with AAOT Degree or Transfer Courses)

1. An Oakey Cabernet Sauvignon--**Communication:** Students will speak, read, write and listen effectively.
2. A Fruity Pinot Noir--**Technology and Information Literacy:** Students will use computer technology to gather, process, and communicate information.

White Wines:
Specific Program Outcomes
(Especially good with AAS Degrees or Certificates)

Your degree or certificate may have Common Outcomes that students are expected to learn/perform by the end of your Program. Bring any Course or Program Outcomes you already have. If you don't have them yet, your group will start working on at least one at the Assessment Café.

APPENDIX F:
10/08/07 Assessment Reflection Paper

**Summary of One Minute Papers Comparing Pre- and Post-Test Results from October 8th
Faculty Work Day, 2007**

Positive Comments:

1. Clearer on Board Goals
10
2. More aware of/Understand General Education outcomes
5
3. More aware of how my outcomes support GE outcomes and Board Goals
8
4. More aware of teaching and/or assessment techniques to use in classroom
10
5. Beginning to think about/understanding how to use specific tools and activities for assessment
5
6. I have a plan for documentation of assessment/direction to go
6
7. I am less confused/improved understanding/more positive feeling toward assessment
11
8. More confident of the process/recognize I'm on the same page as colleagues regarding assessment
2
9. Clarified/most pre questions shifted toward agree on post test
4
10. Specific numbers given—improved on these numbers on pre to post-test
5
11. Same numbers from pre- to post-test
1

Negative comments

1. Less talk/more work time
1
2. I'm confused
2
3. Don't make it harder than it has to be
1
4. Concerned about documentation
1
5. Statistics aren't important—only student learning is
1

APPENDIX G:
2007 Assessment Project Template

Department:
Course(s) Being Assessed:

College Way Assessment Café Order Form—It’s the Full Meal Deal!

CHOSEN WINE (Gen Ed Outcome common to group):

Soup or Salad: What common assignment or performance will be assessed?	Main Course: What common tool will be used to assess?	Dessert: What are the criteria for evaluating whether students have learned?	After Dinner Drink: What results did your rubric show? (will be done at the end of winter term)	Menu Improvement: A. What did you learn? B. What will you do to improve student learning? (decide after data returned)
<i>Eg: End of term summary paper with specific guidelines regarding content coverage, use of resources and grammar.</i>	<i>Common rubric, including content coverage, resource documentation, and grammar. Five levels of competence.</i>	<i>80% of the students enrolled in this course will score a 3 or better on each component of the rubric.</i>	<i>Eg: 73% of students scored lower than a 3 on the resources component of rubric. All other components were 3 or higher for 87% of students.</i>	<i>A. Students are having problems identifying appropriate resources. B. Add Lib 127 as a prerequisite. Add an assignment requiring more documentation prior to the summary paper.</i>
				A. What did you learn?
				B. What will you do?

APPENDIX H: Assessment Newsletters

Central Oregon Community College

Assessment Café News

Volume 1, Issue 1

November, 2007

Special points of interest:

- Don't forget to email your Assessment Plan to Julie
- Take Sione Aeschli-man's online Outcomes Based Course Development class for step-by-step help in developing outcomes and assessment activities. Email saeschli-man@cocc.edu for information.
- Contribute your assessment ideas to the Assessment Café News and be a Star! See Page 2.

Inside this issue:

Outcomes and Assessment	1
Gen Ed Outcomes	1
Assessment Activities	2
Dear Dr. Sure	2
Assessment and the Dentist	2

Julie Hood, Editor

Are You Assessing Your Outcomes?

For best Assessment results, Use this FOUR STAGE MODEL:

1. Identify clear learning outcomes.

**What do you want students to know and be able to do when they finish your course?*

2. Design appropriate learning opportunities for the students to get them to a point where they can successfully undertake assessment tasks.

**Can you specify which outcome each assignment is targeting?*

**Do you know what you want students to "get" from each assignment?*

**Do you offer a variety of assignments to meet the needs of a variety of students?*

3. Design appropriate assessment tasks that will directly assess whether each of the learning outcomes has been met.

**Do you provide a variety of assessment tasks, to meet the needs of a variety of students?*

**Do you give students plenty of feedback regarding their performance on the assessment task, so that they can learn from the experience?*

4. Evaluate individual students, as well as the class as a whole, to determine student learning.

Revise teaching, assignments and/or assessment tasks if student learning isn't meeting your expectations.



"Is it really possible that my students didn't get this? What do you guys think?"

COCC Faculty Suggest General Ed Outcomes

At the College Way Assessment Café on October 8th, 2007, full time faculty members were encouraged to suggest General Education Outcomes for students graduating from COCC with a certificate or degree.

A variety of excellent suggestions were made. Among them were outcomes related to collaboration, life-long learning, cultural appreciation, critical thinking and decision

making skills. All of the suggestions are being discussed by the General Education Steering Team (GEST). You'll be hearing more about them in the coming months.

GEST members include: Stacey Donohue, Amy Harper, Doug Nelson, Jon Bouknight, Lew Cousineau, and Julie Hood. Contact any of them if you have suggestions/comments.

Central Oregon Community College

Assessment Café News

Volume 2, Issue 1

January, 2008

Department meetings for Assessment Assistance :

- December-Math Department
- December-HHP Department
- December-CIS individual help
- December-Natural Resources individual help
- January 18-Social Sciences Department
- January 18-Humanities Department
- Call to schedule Department or Individual help ANY TIME x 7281

Inside this issue:

More assessment plans 2

Dear Dr. Sure 2

Upcoming Assessment Conferences 2

Free DVD and e-newsletter 2

Planned Assessment Activities 2007-2008

Thanks to everyone who has submitted their "Order Form" from the October 8th Assessment Café. The activities planned for assessment during winter term are listed by Department or Program below. Data will be gathered at the end of Winter term or the beginning of Spring term for most departments. If your Department/Family hasn't submitted a plan, it's not too late. The following plans may inspire you! All submitted plans will be published in the Assessment Café News.



DEPARTMENT-OUTCOME	ASSIGNMENT	ASSESSMENT TOOL "common" refers to use by more than one person in a dept.
Math-Gen Ed Communication Outcome	Interpret in writing what it means to find the solution to an equation of the form $f(t) = g(t)$. Write a paper detailing one of two graphic solution techniques: the root method or intersection method.	Common rubric, including correct mathematical notation and English grammar.
Massage Therapy-Gen Ed Communication Outcome and Program Outcome	Write out massage routine in a term paper, using criteria described in rubric.	Five level rubric, including scores for organization, content knowledge, grammar and spelling, neatness, references and vocabulary.
Writing-Gen Ed Communication Outcome	Write a term paper that includes criteria specified on rubric.	A common, focused rubric measuring 6 levels of competence in integrating and citing sources.
Speech-Gen Ed Communication Outcome And Speech Program Outcome	Analyze, orally and/or in writing, students' own or other students' communication behaviors. (Embedded in courses in different assignments)	"Normed" rubric that allows for individual instructors' modifications but has common points.
Dental Assisting-Gen Ed Communication Outcome and Dental Assisting Program Outcome	Oral and written presentation based on a researched topic.	Common 4 level rubric including criteria for visual aid, content knowledge, delivery.

Central Oregon Community College

Assessment Café News

Volume 2, Issue 1

February 2008

Special points of interest:

- Winter term is the big roll out for Assessment Plan implementation! If you need assistance with any part of your plan, be sure to ask!
- Julie will be checking in with each department at the beginning of Spring term to assist with data analysis if needed. Aggregated data will be documented by the GEST team.
- If you need help with any assessment issues, call Julie

Inside this issue:

Formative assessment strategies 2

Dear Dr. Sure 2

Attributes of Formative Assessment 2



Summative Assessment is for *Judging* Learning

Assessment has two different purposes in education. One purpose, accountability, is called “summative” assessment. It is the most commonly used type of assessment.

Assessment for accountability is assessment *of* learning. It provides evidence of the status of learning at a particular point in time. This is the kind of assessment we as faculty are most familiar with. We use it for grading and reporting progress of student learning.

Summative assessment isn’t used to *improve* stu-

dent learning, but to judge how much learning has been absorbed. It’s typically used to let students, faculty, other institutions (and accreditors) know where students rank compared to established standards, or to other students.

Assessment *of* learning is important in the process of education and accountability, but is less likely to lead to improved student learning than “formative” assessment, or assessment *for* learning.

Formative assessment



is used before a student is actually graded. It is used to improve both teaching and learning. (See below)

We all use both types of assessment in our classrooms. Both have important purposes in students learning and academic achievement.

Formative Assessment is for *Helping* Learning

Formative assessment is used to help *improve* student learning. From the student’s perspective, it is feedback that says “here’s how close you are to the knowledge and skills you are trying to develop, and here’s how you get there.”

Formative assessment informs students about how to improve, but it also helps us improve our teaching. Using a variety of assessment and teaching strategies helps all students learn better. Formative assessment

strategies typically aren’t graded. They may be formal or informal. Studies suggest that most educators use much more summative assessment than formative, but *using more formative will improve summative assessments.*

Central Oregon Community College

Assessment Café News

Volume 2 Issue 2

April 2008

Special points of interest:

- Assessment Plans for General Education outcomes will be collected in the next two weeks.
- You'll be getting an email with your order form. Fill it out and return to Julie. The GEST team will aggregate the data and report back to you. Thanks!
- If you need help with any assessment project, including the Assessment Plan, please call or email Julie. She's here to help!

Inside this issue:

Pedagogy vs Andragogy: Where are COCC students?	2
Assessment conference	2
Dear Dr. Sure	2

Adult Students—is it still Pedagogy?

Students all learn in a variety of ways. If you are assessing your students' learning, and think they could be doing better, considering the way they learn may be valuable. Adult students learn differently than younger students.

Pedagogy literally translates to "leading children." In this paradigm, the teacher decides what and how to teach. The focus is on providing instruction. Students are in a submissive role, requiring obedience to the teacher's instructions.

Research on adult learning shows adults are much more self-directed and need more independence as learners. "Andragogy" the contemporary learning theory for adults (Knowles), is based on four principles:

1. Adults should be involved in both the planning and evaluation of their instruction. They want to know why the need to learn something. [Idea: Ask them

what they want to learn in the class. Come to a consensus for one or two new outcomes. Add these to your list of outcomes for the term. Give them rubrics to grade themselves.]

2. Adults learn experientially. Trying something on their own, and making mistakes, is an important part of adult learning. [Idea: Give them assignments that aren't graded. Give plenty of feedback to show them how to improve. Give chances to re-do.]

3. Adults learn best when the topic is of immediate value. They want to learn about things that have relevance to their personal lives



or jobs.

[Idea: Make assignments as real-life as possible.]

4. Adults learn best with problem-centered approaches rather than content-centered approaches. Instruction should be more task oriented than memorization focused. [Idea: Choose at least one topic in a term that can be done in depth. Try a case study, role-playing or debate in class. Have them teach each other a lesson.]

Great things we do at COCC for Adult Learners

- Help students create study groups and learning teams.
- Use multiple sources instead of single texts.
- Encourage class discussions and debates.
- Use technology—Blackboard, StudyMate, Concept Mapping software, blogs, discussions.
- Offer wider learning opportunities through online and hybrid courses.
- Offer service learning opportunities.
- Offer a wide range of assessment opportunities— projects, journals, portfolios, peer and self-evaluations.
- Use case studies and problem based learning.

APPENDIX I: 10/13/08 Assessment Workshop Description

From: Kathy Walsh
Sent: Thursday, October 02, 2008 10:43 AM
To: ZZZFT_Faculty
Cc: Diana Glenn; MaryJeanne Kuhar; Rebecca WalkerSands; Jim Middleton
Subject: Preparing for Columbus Day Workshops

We hope to make the most of our opportunity (on this non-teaching day) to engage in dialogue and move all instructional areas to the next steps (from wherever you are). Therefore, all full-time faculty members should plan to come Monday, October 13, to one of the Work Sessions described below.

Preparation: So that we can honor your time and get through this required planning efficiently:

1. We ask transfer faculty to review the attached Gen Ed Outcomes and think about which ones are their disciplines impact.
2. We ask CTE faculty to come to the workshop with 2 or 3 key outcomes for their program. If you do not have program outcomes, see a full set of samples (which you might adapt or adopt) attached, or at the following site:

<http://ntc.project.mnscu.edu/vertical/Sites/%7B89ABBBFA-6319-4288-B43A-96A6C85CF3CE%7D/uploads/%7B82039EC2-94AE-48A3-A9E1-E795C43BB94A%7D.PDF>

Workshop #1: 9-12	CTE faculty: Program Assessment
9-9:45 am	Overview: what's been done, where we're going, what complete program assessment looks like
10-12 am	Workshop (within program or with similar programs): create or advance (if already begun) Program Assessment Plans
Workshop #2: 1-4	Transfer faculty: General Education Outcome Assessment
1-1:45 pm	Overview: what's been done, where we're going, what a completed assessment of a Gen Ed Outcome looks like
1:45-2:30 pm	Group discussion: COCC's nine Gen Ed Outcomes
2:45-4 pm	Workshop: work within discipline groups to design a project (which may or may not directly involve your own courses) – or you may be advancing a project already begun

If you qualify as both transfer or CTE, come to the workshop that is most meaningful to your discipline at this time.

Food for thought: "The world cares very little about what a man or woman knows; it is what the man or woman is able to do." --Booker T. Washington

APPENDIX J:
2008 Assessment Project Template

Program and General Education Outcome Assessment

07-08 Pilot _____ 08-09 Plan _____

Members of Group _____

General Education Outcome being assessed	OR	Program outcome being assessed
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Brainstorming: What opportunities do students have to demonstrate this outcome? In what course or courses? At what level of course might we want to focus the assessment?

Where (in what course/s) will you do the assessment? What type of assignment or performance?	Measurement: what tool will be used to assess? (test item, rubric, portfolio, etc.)	Results: summarize the data	Analysis of results: what did the team see in the data?	Closing the loop: what action will the team take?
Timeline:	When ready?	When available?	When to be analyzed?	

APPENDIX K
2008-2009 CTE Pilot Project Summary

Program Outcome (Standard)	Where Assessment Will Take Place	Assessment Tool(s) and Benchmark(s)	Data Results	Data Analysis	Action Steps
Addiction Studies: Demonstrate writing skills appropriate to clinical documentation	Counseling the Chemical Dependent Client HD 263 Sp 09	Case portfolio submitted at the end of the term, must have a 70% or better (rubric)	Spring 2009	Spring 2009	Fall 2009
Automotive Technology: Students who are math-ready perform better in the program.	1 section of Auto 101 compared to 2 sections of Auto 206	Test items; rubric applied to portfolio & demonstration. Want students to complete course sequences with 'A' or 'B'	Spring 2009	Spring 2009	Spring 2009
Aviation: Demonstrate understanding of the US national Airspace System	1 section of AV 110	Imbedded test questions on the final exam and the FAA private pilot knowledge test. Students must score 70% or better on both.	The students averaged 85% with one student failing the test with a score of 69%.	No pattern indicating a specific weak area has been identified. The missed questions appear to be spread across the question pool.	Continue to provide four optional 2.5 hour study sessions at the end of the term.
Business: Describe the elements of financial statements	BA 111	Blackboard quiz October 16	November 1: excel spreadsheet	Discovered students are challenged with analyzing transactions for Journal Entries	Changed the teaching format to emphasis journal entries. Included more exercises and testing.

Business: Demonstrate effective written business communication skills	BA 290	Rubric applied to written business plan	Fall 2008	Proofreading skills need improvement, students also found to be lacking in critical thinking	Proofreading required prior to draft submittal. Critical thinking assignments added to BA 290 and BA 223 Marketing for Spring 2009
Criminal Justice: Demonstrate effective communication skills, both verbal and written	CJ 210, 211, 207	Rubric and test items applied to mock interviews and mock crimes scene police reports	Spring 2009	Spring 2009	Spring 2009
Dental Assisting: Perform entry-level dental assisting skills	DA 110, Clinical simulation	The student must pass each lab competency with 80% or better, and they must pass the final lab exam with 75% or better.	Students passed the final exam with an average of 83%.	This data is meaningful because we now have a baseline from which to measure subsequent DA 110 lab finals.	Work on outcomes for each of our courses to verify that they meet one of our six program outcomes.
EMS: Perform essential skills outlined in local protocols with minimal supervision	2 sections of EMT 151/152 & 1 section of 290/291	Clinical worksheets, preceptor evaluations, and final exam items. Students must pass final exams with 80% or better, "Proficiency" in skills testing	Winter 2009	Spring 2009	Spring 2009

<p>HIT:Meet or exceed the national average pass rate in every domain of the RHIT exam</p>	<p>06-07 RHIT Exam scores report</p>	<p>Students will meet or exceed the national pass average rate in every domain of the RHIT exam</p>	<p>COCC students exceed the national average in 11 of 14 domains. The 3 domains in which they fall short are: Health Data, Structure, Content & Standards; Health Statistics & Research; Information & Technology Systems</p>	<p>The HIT curriculum does not adequately address these 3 domains.</p>	<p>Add content related to the 3 domains to HIT 104, 131A, 203, 281. Monitor bi-annual RHIT Exam reports to check especially for changes in the 3 identified domains.</p>
<p>LMT: Demonstrate professional behaviors consistent with NCBTMB</p>	<p>x sections of LMT 165, 170</p>	<p>Written exam and role playing. Student needs to score 85% or better on each.</p>	<p>Summer 2009</p>		
<p>LMT: Perform safe and relaxing full body 60 minute massage</p>	<p>x sections of LMT 145</p>	<p>Written exam, rubric applied to practical exam. Student needs to score 85% or better on each.</p>	<p>Spring 2009</p>		

<p>MATC: Define and utilize five common welding processes</p>	<p>MFG 103, 105, 107 (# of students participating yet TBD)</p>	<p>Instructor-designed rubric applied to practical exam. Students need to perform at Level 3 or better to pass the class.</p>	<p>Spring 2009</p>	<p>Spring 2009</p>	<p>Spring 2009</p>
<p>Medical Assisting: Perform medication administration safely and accurately</p>	<p>3 sections of MA 123</p>	<p>Final exam, critical competencies and drug dosage calculations. Students must score 75% or better on the exam, and 90% or better on critical competencies and drug dosage calculations.</p>	<p>All students met the benchmarks. Students who did not meet the benchmarks the first time were required to repeat the assessment until they passed with 100%.</p>	<p>I want to make sure students are comfortable with the skills before actually injecting each other, and I knew this skill would take more time to learn, especially since some students are nervous about injecting a live person.</p>	<p>Require students to give at least 2 injections once they check off as opposed to last year's 1 injection per week. This should allow the students to be more comfortable.</p>

<p>Medical Assisting: Demonstrate critical thinking and problem solving skills when administering medications</p>	<p>3 sections of MA 123</p>	<p>Final exam, critical competencies and drug dosage calculations. Students must score 75% or better on the exam, and 90% or better on critical competencies and drug dosage calculations.</p>	<p>All students met the benchmarks. Students who did not meet the benchmarks the first time were required to repeat the assessment until they passed with 100%.</p>	<p>I want to make sure students are comfortable with the skills before actually injecting each other, and I knew this skill to take more time to learn, especially since some students are nervous about injecting a live person.</p>	<p>Require students to give at least 2 injections once they check off as opposed to last year's 1 injection per week. This should allow the students to be more comfortable.</p>
<p>Military Science: Navigate from one point to another with use of protractor, compass and map; Demonstration of appropriate use of map, compass, protractor, aerial photos, sketch, satellite photos</p>	<p>1 section each of MS 101, 201</p>	<p>Test and demonstration. Students must pass with 70% or better.</p>	<p>Summer 2009</p>	<p>Summer 2009</p>	<p>Summer 2009</p>
<p>Military Science: Communicate through verbal and written communication in an OPOR</p>	<p>1 section each of MS 102, 202</p>	<p>Test, presentation and technical writing assignment. Students must pass with 70% or better.</p>	<p>Summer 2009</p>	<p>Summer 2009</p>	<p>Summer 2009</p>

<p>Military Science: Lead complex functions and the decision making process as an officer</p>	<p>1 section each of MS 101, 102, 103, 201, 202, 203</p>	<p>Test and demonstration. Students must pass with 70% or better.</p>	<p>Summer 2009</p>	<p>Summer 2009</p>	<p>Summer 2009</p>
<p>Forest Resources: understand and utilize Map Scale in Map, Compass, and GPS</p>	<p>3 sections of FOR 230A</p>	<p>Lab practical exam and final exam 16 common questions Possible score = 54</p>	<p>Average = 78.2 But some high and some very low performance</p>	<p>Students better at stating than applying concepts.</p>	<p>Additional emphasis needed on application, through labs and assignments.</p>
<p>Nursing: Apply the nursing process to provide and direct holistic, individualized patient care in acute, critical, community-based, and long term care settings</p>	<p>3 sections of NUR 095 and 1 section each of 106, 107, 108, 206, 207, 208</p>	<p>Clinical Assessment tool (CAT) performance criteria with scale 0-3. b. Student performance is not individual measured for this content, must achieve a 76.55% to pass course.</p>	<p>Average 2.4 to 2.7 out of 3</p>	<p>Evidence of the thread of pain management content across the curriculum. Anecdotal data indicates that students perform well in pain management in the lab, clinical and SIMULATION settings.</p>	<p>1. Clearly state pain management content included in the curriculum 2. Create a Content Outcome Guide for the pain content 3. Revise language in Clinical Assessment Tools to clearly identify student performance in pain management. 4. Identify exam questions related to the concept of pain and pain management and evaluate student performance.</p>

Structural Fire: Actively communicate in terminology of fire/emergency medical profession	SF 101,102,110,112, 205	Tests. Expect 80% of students to pass.	Winter 2009		
Wildland Fire: Demonstrate working knowledge of the legal issues related to instructing under National and State Standards	WF 199	4 test questions from the final exam were measured. Students needed need to pass with 80% or better.	97% of the class achieved the outcome.	The test is still valid.	No action.

APPENDIX L
2008 – 2009 General Education Pilot Project Summary

General Education Outcome	Where Assessment Will Take Place	Measurement: What Tool Will be Used to Assess?	Results: Summarize the Data	Analysis of Results: What Did the Team See in the Data?	Closing the Loop: What Action Will the Team Take?
Communication : Students will speak, read, write, and listen effectively	Art: 3 sections of ART 131. Students will apply principles of design and composition in orally critiquing a drawing (ART 131)	Instructor-designed, 3 level rubric applied to an oral critique of a drawing. Students must score "competent" in at least two of the three criteria. Minimum = 80%	87.5% competent or above; strongest category was ability to discuss composition and the weakest was discussion of element and principles of design	Confirms students' competence in recognizing different types of art. Students could use more practice expressing their observations and using art vocabulary.	Add opportunities to practice positive critiquing
Communication	HHP: all sections of HHP health courses including 231, 242, 252a, 258, 266, and 295	Survey of 1723 students pre- and post-course to ascertain student perception of whether/how much HHP courses improved their abilities to speak, read, write and listen effectively. Also asked whether HHP courses helped develop these skills more than other courses students were enrolled in (Achieving).	% of students who self-reported significant improvement as a result of HHP class in the five areas: Speaking 27.6%, Listening 37.9%, Writing 25.3%, Reading 28.7%, Achieving 80%	Students reported meaningful improvement in the 4 areas of communication and confirmed that students perceive that HHP courses help students develop these skills at least as much if not more than other college-level courses they have taken	No change; continue assignments to promote communication

<p>Communication</p>	<p>Math: 9 sections of MTH 111.</p>	<p>Rubric, collaboratively designed by whole department, applied to newly-created paper assignment. All students expected to reach benchmark of at least 80% correct in each of the two criteria of the rubric.</p>	<p>21% of students reached benchmark in general procedure; 42% reached benchmark in specific procedure</p>	<p>Students were unclear as to the proper way(s) to format and communicate a general mathematical procedure. The rubric wasn't designed in a way to give the most meaningful data. Unable to determine if a high percentage of students could successfully complete particular aspects of the assignment.</p>	<p>Set aside more class-time to properly assign the project (showing examples of successful projects, going over the rubric that is to be used, explaining formatting of documents, etc.). Revise rubric. Finally, the data was further analyzed so that the percentage of students who missed each box on the rubric was determined and we are now in the process of discussing the components of the rubric linked to high percentages.</p>
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<p>Communication</p>	<p>Anthropology: 2 sections of ANTH 254.</p>	<p>Rubric designed by ANTH 254 faculty member applied to pre-existing final essay. 80% of students need to score "sufficient" or above in all three areas: content, organization & mechanics</p>	<p>% of Students who demonstrated college-level ("sufficient") abilities in the three areas Mechanics: 89% Organization: 85% Content: 83%</p>	<p>Low performing students show problems with academic sources, documentation and thesis statements.</p>	<p>Emphasize recommended WR 121 prerequisite; look into adding WR 199 and/or LIB 127 as recommended prerequisites; provide examples of thesis statements; require thesis statement and annotated bibliography as lead-in assignments to final essay</p>
<p>Communication</p>	<p>ECE: 1 section of ED 173.</p>	<p>Rubric, developed by chair and modified to fit assignment, applied to pre-existing writing assignment. 80% of students need to perform at "acceptable" or above in all three areas of content, organization & mechanics</p>	<p>Out of 15 students, 2 performed below the level of acceptable (13%). The remaining 13 students (87% of the class) performed at or above the "acceptable" level.</p>	<p>Most students demonstrated the most difficulty with Content: Thoughtfulness.</p>	<p>Find a way to increase students' motivation to complete reading assignments; create opportunities during course for student to demonstrate extraction of information, application and integration of concepts into their required field placement settings</p>

<p>Communication</p>	<p>Economics: EC 202</p>	<p>Article review project toward end of course. 80% of students need to pass the project and 80% need to receive a grade of 75% or higher in each of the four evaluation categories: relevance of article, identification of concepts, discussion of concepts, writing mechanics.</p>	<p>% of students who received a grade of 75% or higher in the categories Relevance: 88% Concepts: 85% Discussion: 65% Writing mechanics: 88%</p>	<p>The overall pass rate of 97% was good. Disappointed that 5 students chose inappropriate articles and that only 65% of students did college-level work regarding discussion of concepts. Level of writing mechanics and students' ability to identify concepts are at acceptable levels.</p>	<p>Modifying project in response to this data. Weights of grading rubric changed to place more emphasis on discussion of concepts and reduce importance of identification of concepts. Will share grading rubric with students before assignment is due next time (was work in progress before).</p>
<p>Communication</p>	<p>Geography: 1 section of GEOG 190.</p>	<p>Rubric, developed by chair and modified to fit assignment, applied to pre-existing end-of-term paper. 80% of students need to perform at level of "sufficient" or above.</p>	<p>% of students who performed at "sufficient" or above in each category. Mechanics: 100% (though nearly half only at "sufficient") Organization: 100% Content: Students scored 100% sufficient or higher in two of the three sub-categories. Only 76% met or exceeded "sufficient" in "opposing views."</p>	<p>Tremendous improvement noted over the 2 previous assignments.</p>	<p>Consider including an assignment that requires students to find and summarize an article with an opposing viewpoint in order to address students' difficulties with providing opposing viewpoints to the articles.</p>

Communication	History: 3 sections of HST 201	Grading rubric applied to pre-existing writing assignment. 80% of students need to pass the project and 80% need to receive grade of 75% or higher in each of the three evaluated categories (content, organization, mechanics)	88% of students completed the project with a C or better in the 3 categories. The 12% who did not meet the expected standard submitted work that did not meet the research standards for the project.	Weakest area: analysis of sources. Students needed more direction for the annotated bibliographic portion.	More instruction would be helpful in directing students to appropriate online research materials. Incorporate more direction for annotated bibliography into course.
Communication	Psychology: 1 section of PSY 202.	Rubric applied to paper? 80% of students need to perform at level "acceptable" or higher in all three target areas: mechanics, organization, content.	100% of students performed at "acceptable" or better in Content. No aggregated data available for Mechanics or Organization	Some students struggled with grammar and spelling.	Need to emphasize that WR121 is a recommended prerequisite. Considering incorporating a worksheet on grammar or a review of basic writing principles/issues of plagiarism.
Communication	Sociology: 2 sections of SOC 201.	Instructor-developed rubric applied to essay. 80% of students need to perform at level of "Proficient" or above in all three areas: content, organization, mechanics.	83% of students produced acceptable or above work. 17% of the students performed below the benchmark level.	Students either clearly have a good grasp of the subject matter or struggle in making applications.	More work on applying theories before assignment.

Communication	Criminal Justice: 1 section of CJ 211	Rubric, developed by chair and modified to fit assignment, applied to pre-existing writing assignment. Expected 95% of the students to pass all three target areas (content, organization, mechanics) at the level of "acceptable" or above.	100% of students scored at the level of "Good" or "Excellent".	Demonstrates effectiveness of focus on "police notebooks".	No intervention needed at this time. Will continue to collect data from CJ 210, CJ 207 and CJ 211 in winter and spring 2009.
Communication	Speech: Students will analyze, orally and/or in writing, their own and other student's communication behaviors (SP 111, 218, 219)	Evaluation of written assignments	83% of students were judged to have proficient communication skills	Variations among sections are seen.	Based on assessment experience, individual changes to assessment techniques or assignments may be made
Communication	Writing: 23 sections (taught by 8 FT faculty members) of WR 121, 122, 123, 227. Related program outcome: Students will effectively incorporate and cite multiple sources using an appropriate means of documentation	Rubric collaboratively developed by dept faculty used to assess pre-existing last writing assignment of the term in each course. Desired student score of at least a "Strong Pass."	60% scored high or solid pass. Students in WR 123 do best, with students in WR 122 (not WR 121) at the low end. 890 students were enrolled in these 23 sections during the 2007-08 academic year, but only 543 students were assessed/participated	<ul style="list-style-type: none"> • Need to address the participation rate of faculty/or the way we collect data so that more faculty can participate. • Need to address the attrition rate of students in general (but perhaps not part of this project). • Need to ensure that the assignments we are assessing are somewhat 	<ul style="list-style-type: none"> • Design a better instrument for collecting data • Evaluate the new WR 199 course on documentation offered in spring 2008 for the first time as part of our tool kit for helping students with documentation skills.

			(due to attrition, we assume).	equivalent (there may be some faculty assessing a summary in WR 121 but a 5 page researched essay in WR 122, which may explain the lower success rates of WR 122 students over WR 121 students).	<ul style="list-style-type: none"> • Meet as faculty to discuss how we teach these skills, sharing best practices.
<p>Technology and Information Literacy: Students will use computer technology to gather, process, and communicate information</p>	<p>CIS: 3 sections of CIS 120. Corresponding course outcome: Students will be able to competently identify and describe the function of computer hardware components.</p>	<p>5 pre-existing test questions (each instructor used own questions). Expect that 75% of students will be able to answer 4 out of 5 test questions related to assignment correctly.</p>	<p>76.56% of students (in 3 sections) were competent (answered 4 of 5 correctly)</p>	<p>They are successfully learning the material. As we looked at each others questions given on the exam, we realized not all questions were equally 'easy' One instructor had a couple 'harder' questions so more students did not get those questions right.</p>	<p>Discuss the questions: what test questions would really measure the competency we want to measure? Should we all have put the 'harder' questions on our exams? Once answered, implement changes to assessment tool.</p>
<p>Scientific Reasoning: Students will apply scientific inquiry to arrive at informed conclusions</p>	<p>All 2008-09 100/200-level CHEM, BIO, PHYS, GEO & Gen. Sci. Courses; 140 sections total.</p>	<p>Lawson's Classroom Test of Scientific Reasoning, as agreed upon by entire department</p>	<p>Expected Spring '09</p>	<p>Expected Spring '09</p>	<p>Expected Spring '10</p>

<p>Health Choices: Students will identify responsible health & safety procedures</p>	<p>HHP: all sections of HHP health courses including 231, 242, 252a, 258, 266, and 295</p>	<p>Survey</p>	<p>Expected Spring '09</p>	<p>Expected Spring '09</p>	<p>Expected Spring '09</p>
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**APPENDIX M:
Program Assessment 3-Year Plan**

Revised 12/19/08

2009-2010	Nursing, Dental Assisting; ECE; Automotive Technology; Forestry; Anthropology; Geology; History; Literature and Humanities; Developmental; Music	Presentation, Columbus Day 2010
2010-2011	Addiction studies; MATC; Aviation; Business; CIS programs; Medical Assisting; Biology; Writing; Art; Psychology; Mathematics; Education	Presentation, Columbus Day 2011
2011-2012	EMS; Fire programs; LMT; CJ; Culinary; Speech; Sociology; HHP programs; Chemistry; General Science; Geography; Foreign Language; Economics; Physics & Engineering	Presentation, Columbus Day 2012
2013-2016	Repeat cycle; incorporating changes (to programs or assessments) made as part of closing loops, above.	

**APPENDIX N:
General Education Outcomes
3-Year Assessment Plan**

Revised 12/19/08

Assessment Year	General Education Outcomes to be assessed across disciplines & all degrees	Resources and Reporting
2009-10	Scientific Reasoning; Cultural Awareness; Quantitative Reasoning	Core teams to plan in Spring and Summer 2009; Report Plans and engage campus, Columbus Day 2009; Report on completed cycle, Columbus Day 2010
2010-2011	Aesthetic Engagement; Health Choices; Values and Ethics	Core teams to plan in Spring and Summer 2010; Report Plans and engage campus, Columbus Day 2010; Report on completed cycle, Columbus Day 2011
2011-2012	Technology and Information Literacy; Communication; Critical Thinking	Core teams to plan in Spring and Summer 2011; Report Plans and engage campus, Columbus Day 2011; Report on completed cycle, Columbus Day 2012
2013-2016	Repeat cycle, incorporating changes made as part of closing the loops, above.	

APPENDIX O:
Examples of “Closing-the-Loop”

What might “Closing the loop” look like?

- Curricular change
 - Prerequisite needed?
 - Sequence of courses to change?
 - Focus on application to increase?
 - Make change in credits of some gateway course?
- Resource request
 - Need equipment or software to improve learning?
 - Need consultant or training?
 - Need position?
 - Facility improvement?
- Assessment change
 - Try again with better measurement?
 - Clarify outcome then try again?
 - “No intervention needed at this time”

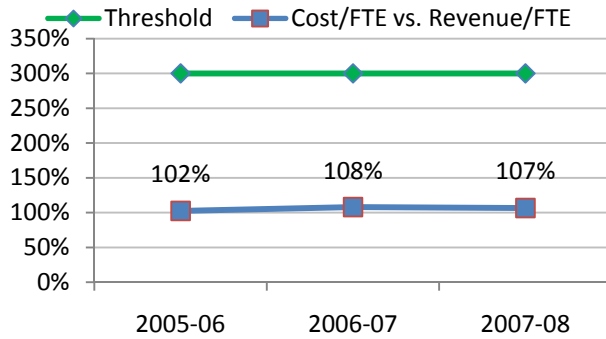
APPENDIX P: Sample Program Review Analysis and Explanation

SET OF COURSES

Business

Balance Between Cost/FTE and Revenue/FTE

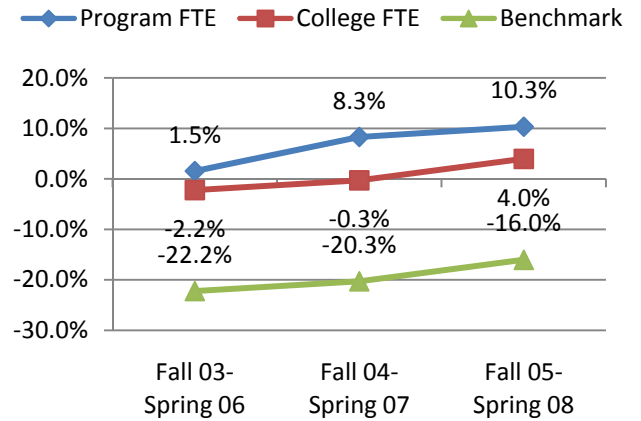
Threshold is determined at 300% of Revenue
Threshold assumes overall College cost does not exceed revenue by 150%



3-Year Weighted Average = 106%

3 Year Averages of Student FTE

Program Growth as Measured by % of change in FTE
Benchmark: Program Rate of Change No Less than College Rate of Change Minus 20%



Average FT Faculty Loads Less than 44 Loads Over a three year period of time (2005-06, 2006-07, 2007-08)

0 FT Faculty out of 5 Faculty
Benchmark: 0 Less than 44

Ability to Attract and Retain Highly Qualified Faculty

	2006-07	2007-08	2008-09	3- year Average
Number Failed Recruitments FT Openings in 3 successive years Benchmark: 0	0	0	0	0
% of FT Faculty with Resignation or Non-renewal	20% (1)	20% (1)	0	13%
Benchmark: Program of 1 should not exceed 66% over 3 years; Program of 2 should not exceed 50% over 3 years; Programs greater than 2 should not average 2 faculty for three years.				

RSC Benchmark for Healthy Sets of Courses Notes

Chart 1: Balance between Cost/FTE and Revenue/FTE

Threshold: The Program Cost/FTE is measured at 300% of the Program Revenue/FTE. This assumes overall College cost does not exceed revenue by 150%.

Example:

	2005-06	2006-07	2007-08
Cost/FTE	2750	2967	1982
Revenue/FTE	2278	2186	2412
Threshold	6834	6558	7236

(Threshold is 3 times Revenue/FTE)

Chart: 2005-06:

0% would be \$0 Cost
\$2,750 is 121% of Cost
from Threshold.

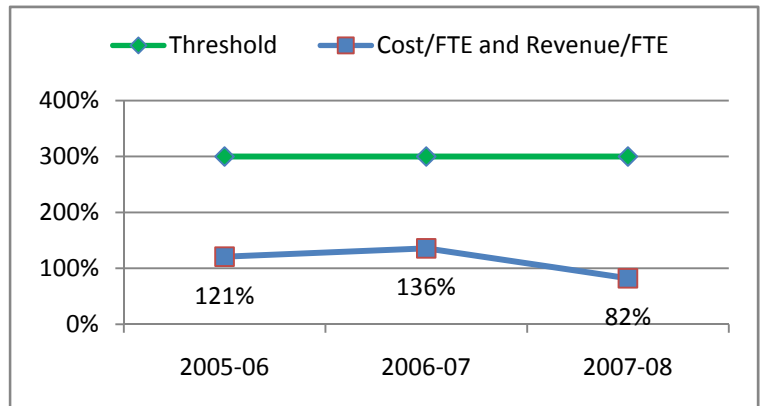


Chart 2: 3-Year Averages of Student FTE:

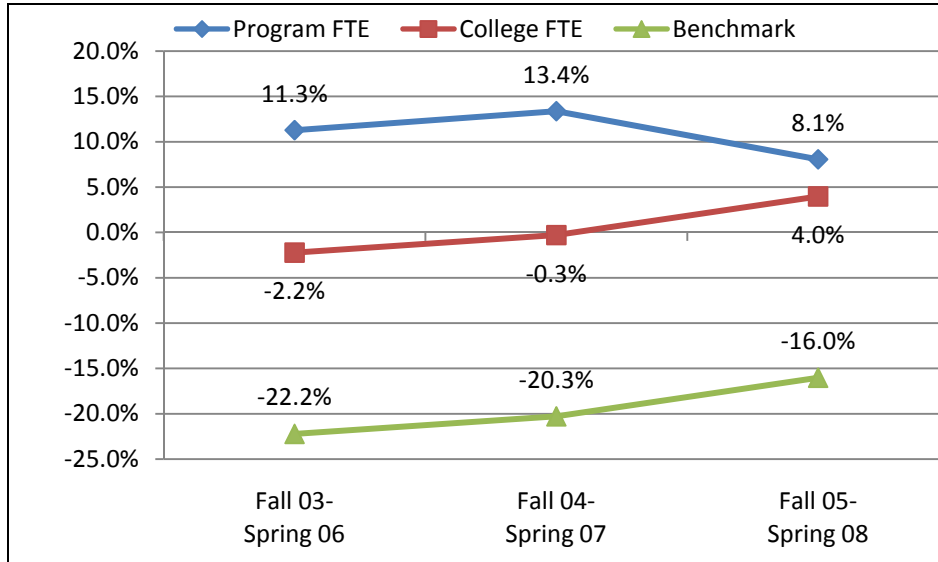
Program Growth as measured by % of change in FTE.

Benchmark: Program Rate of Change No Less than College Rate of Change Minus 20%

	Fall 02- Spring 05	Fall 03- Spring 06	Fall 04- Spring 07	Fall 05- Spring 08
AVG Program FTE	18.88	21.01	23.82	25.74
College FTE	3,269	3,196	3,187	3,313

Example:

	Fall 03- Spring 06	Fall 04- Spring 07	Fall 05- Spring 08
% Change Program FTE	11.3%	13.4%	8.1%
% Change College FTE	-2.2%	-0.3%	4.0%
Benchmark	-22.2%	-20.3%	-16.0%



Average FT Faculty Loads:

Benchmark: 0 Faculty members in the program averaged less than 44 loads over a 3-year period of time.

Example: Faculty had loads of 44.25 in 2005, 43.5 in 2006, and 46.5 in 2007. Average load was 44.75

Ability to Attract and Retain Highly Qualified Faculty: Number of failed recruitments of FT openings in 3 successive years.

Benchmark: 0

% of FT Faculty with Resignation or Non-Renewal:

Benchmark:

Program of 1 should not exceed 66% over 3 years; for example, 2 resignation/non-renewals over 3 years.

Program of 2 should not exceed 50% over 3 years; for example, 3 resignation/non-renewals over 3 years.

Programs greater than 2 should not average 2 resignation/non-renewals over 3 years.

**APPENDIX Q:
Perkins “Program of Study” Timeline and Five-Year Plan**

**Central Oregon Community College
Program of Study Timeline**

Certificate/Degree	Program	Completion Date	High School Participation
Automotive Technology - AUTOMOTIVE ELECTRICAL (BASIC) TECHNICIAN Certificate	Automotive Technician	6/30/2009	Redmond High School, Mt. View High School, Crook County High School
Automotive Technology - AUTOMOTIVE ENGINE TECHNICIAN Certificate	Automotive Technician	6/30/2009	Redmond High School, Mt. View High School, Crook County High School
Automotive Technology - UNDER-CAR TECHNICIAN Certificate	Automotive Technician	6/30/2009	Redmond High School, Mt. View High School, Crook County High School
Dietary Manager	Health	6/30/2009	Redmond High School, Sisters High School, Sherman County
Automotive Technology - AUTOMOTIVE ELECTRICAL TECHNICIAN (ADVANCED) Certificate	Automotive Technician	6/30/2009	Redmond High School, Mt. View High School, Crook County High School
Automotive Technology - AUTOMOTIVE DRIVE TRAIN TECHNICIAN Certificate	Automotive Technician	6/30/2009	Redmond High School, Mt. View High School, Crook County High School
Manufacturing Technology - QUALITY ASSURANCE Certificate	Manufacturing Technology	6/30/2010	Crook County, Redmond High School, Madras High School
Automotive Technology - AUTOMOTIVE HEATING & AIR CONDITIONING TECHNICIAN Certificate	Automotive Technician	6/30/2009	Redmond High School, Mt. View High School, Crook County High School
Manufacturing Technology - CNC MACHINING Certificate	Manufacturing Technology	6/30/2010	Crook County, Redmond High School, Madras High School
Automotive Technology - AUTOMOTIVE ENGINE PERFORMANCE TECHNICIAN Certificate	Automotive Technician	6/30/2009	Redmond High School, Mt. View High School, Crook County High School
Manufacturing Technology - MANUAL MACHINING Certificate	Manufacturing Technology	6/30/2010	Crook County, Redmond High School, Madras High School
Manufacturing Technology - WELDING Certificate	Manufacturing Technology	6/30/2010	Crook County, Redmond High School, Madras High School

Manufacturing Technology - FABRICATION SHEET METAL Certificate	Manufacturing Technology	6/30/2010	Crook County, Redmond High School, Madras High School
Manufacturing Technology - MANUFACTURING TECHNOLOGY Certificate	Manufacturing Technology	6/30/2010	Crook County, Redmond High School, Madras High School
Computer and Information Systems - COMPUTER AIDED DRAFTING (CAD) Certificate	Drafting	6/30/2011	Redmond High School
Medical Assistant	Health	6/30/2009	Redmond High School, Sisters High School, Sherman County
Practical Nursing	Health	6/30/2009	Redmond High School, Sisters High School, Sherman County
Dental Assisting	Health	6/30/2009	Redmond High School, Sisters High School, Sherman County
Automotive Technology - MASTER AUTOMOTIVE TECHNICIAN Certificate	Automotive Technician	6/30/2009	Redmond High School, Mt. View High School, Crook County High School
Cascade Culinary Institute	Culinary	6/30/2010	Redmond High School, Crook County High School, Brown high School, Sisters High School, Bend High School, Mt. View High School
Manufacturing Technology - MANUFACTURING TECHNOLOGY Certificate	Manufacturing Technology	6/30/2010	Crook County, Redmond High School, Madras High School
Early Childhood Education	Early Childhood Education	6/30/2009	Crook County High School, Mt. View High School, Summit High School, Redmond High School, Bend High School
Computer and Information Systems (CIS) - COMPUTER ASSISTED DESIGN (CAD) Option	Drafting	6/30/2011	Redmond High School
Computer and Information Systems (CIS): DESKTOP SUPPORT Option	Computer Information Systems	6/30/2011	Redmond High School, Bend High School, Culver High School, Madras High School Summit High School, Sisters High School
Computer and Information Systems (CIS): NETWORKING Option	Computer Information Systems	6/30/2011	Redmond High School, Bend High School, Culver High School, Madras High School Summit High School, Sisters High School
Health Information Technology - HEALTH INFORMATION TECHNICIAN Option - SUSPENDED 2007-2008			
BUSINESS ADMINISTRATION	Business Technology	6/30/2009	Redmond High School, Bend High School, Culver High School, Madras High School Summit High School, Sisters High School
Culinary Management	Culinary	6/30/2009	Redmond High School, Crook County High School, Brown high School, Sisters High School, Bend High School, Mt. View High School

Manufacturing Technology	Manufacturing Technology	6/30/2010	Crook County, Redmond High School, Madras High School
Business Administration: HOTEL, TOURISM AND RECREATION MANAGEMENT Option	Business Technology	6/30/2009	Redmond High School, Bend High School, Culver High School, Madras High School Summit High School, Sisters High School
Business Administration: INFORMATION SYSTEMS MANAGEMENT Option	Business Technology	6/30/2009	Redmond High School, Bend High School, Culver High School, Madras High School Summit High School, Sisters High School
Business Administration: MANAGEMENT AND MARKETING Option	Business Technology	6/30/2009	Redmond High School, Bend High School, Culver High School, Madras High School Summit High School, Sisters High School
Business Administration - ACCOUNTING Option	Business Technology	6/30/2009	Redmond High School, Bend High School, Culver High School, Madras High School Summit High School, Sisters High School
Automotive Management	Automotive Technician	6/30/2009	Redmond High School, Mt. View High School, Crook County High School

Perkins “Program of Study” Timeline and Five-Year Plan

2008 ~ 2013 Carl D. Perkins Grant

5 BENCHMARKS

1. Standards & Content *(Benchmark)*

Standards and content are core elements for Perkins-eligible programs of study and include:

- Relevant, rigorous standards-based content aligned with challenging academic standards:
- Shared secondary and postsecondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input:
- Systematic approach to CTE using industry-based academic and technical knowledge and skills where student performance is demonstrated through valid and reliable assessments aligned to industry standards: and
- Assurance secondary and postsecondary students are prepared for high skill, high demand or high wage careers and occupations that are responsive to regional, state or global employment trends.

(Performance Indicators)

- a. *100% of Perkins-eligible programs of study align with Oregon Skill Sets [[Oregon Skill Sets](#)] or other industry-based standards;*
- b. *95% of Perkins-eligible programs of study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment.*

Year	Activities	Progress Markers	Amount
2008-2009	a. COCC and high school faculty will continue to meet with the regional CTE Specialist, Sal Cassaro, COCC College Now/Tech Prep Coordinator Lonna Carnahan and begin to implement POS work started in 2007-2008. The programs included Business, Culinary and Forestry. b. Purchase equipment necessary to Business, Culinary and Forestry to meet industry standards. c. COPA will select new regional programs of study Automotive,	a. Begin implementation of POS and industry standards in Business, Culinary and Forestry by the end of the academic year. b. Students will learn industry standards using technology equipment used in current industries. c. New POS teams in Automotive, Manufacturing the Health Career pathways will indentify industry based standards in each program that will assure that students are prepared for	

	<p>Manufacturing and Health Career Pathways. Teams will identify industry standards.</p> <p>d. Other CTE programs will begin to investigate Industry Standards.</p> <p>e. CTE programs will offer student clubs as appropriate.</p> <p>f. CTE programs will meet with their advisory committees once a year.</p>	<p>high demand and high wage careers and occupations that are responsive to regional, state or global employments trends.</p> <p>d. Programs will become familiar with VTECS, NOCTI and Oregon Skill Sets.</p> <p>e. Students will learn all aspects of the industry.</p> <p>f. CTE programs will continue to modify standards based on regional advisory feedback.</p>	
<p>2009-2010</p>	<p>a. COCC and high school faculty will continue to meet with the regional CTE Specialist, Sal Cassaro, COCC College Now/Tech Prep Coordinator Lonna Carnahan to begin to implement POS work started in 2008-2009. The programs included Automotive, Manufacturing and Health Career Professional programs.</p> <p>b. Purchase equipment necessary to Automotive, Manufacturing and Health Career Professional programs to meet industry standards.</p> <p>c. Work with regional COPA to indentify new programs of study for the following year.</p> <p>d. Other CTE programs will begin to investigate Industry Standards.</p> <p>e. CTE programs will offer student clubs as appropriate.</p> <p>f. CTE programs will meet with their advisory committees once a year.</p>	<p>a. Begin implementation of POS and industry standards in Automotive, Manufacturing and Health Career professional programs by the end of the academic year.</p> <p>b. Students will learn industry standards using technology and equipment used in current industries.</p> <p>c. New regional POS teams will be indentify industry based standards in each program that will assure that students are prepared for high demand and high wage careers and occupations that are responsive to regional, state or global employments trends.</p> <p>d. Programs will become familiar with VTECS, NOCTI and Oregon Skill Sets.</p> <p>e. Students will learn all aspects of the industry.</p> <p>f. CTE programs will continue to modify standards based on regional advisory feedback.</p>	
<p>2010-2011</p>	<p>a. COCC and high school faculty will continue to meet with the regional CTE Specialist, Sal Cassaro, COCC College Now/Tech Prep Coordinator Lonna Carnahan to begin to implement POS work started in 2009-2010.</p> <p>b. Purchase equipment necessary for newly selected programs of study</p> <p>c. Work with regional COPA to indentify new programs of study for the following year.</p> <p>d. Other CTE programs will begin to investigate Industry Standards.</p> <p>e. CTE programs will offer student clubs.</p> <p>f. CTE programs will meet with their advisory committees once a year.</p>	<p>a. Begin implementation of POS and industry standards in Automotive, Manufacturing and Health Career Professional programs will take place by the end of the academic year.</p> <p>b. Students will learn industry standards using technology and equipment used in current industries.</p> <p>c. New regional POS teams will be indentify industry based standards in each program that will assure that students are prepared for high demand and high wage careers and occupations that are responsive to regional, state or global employments trends.</p> <p>d. Programs will become familiar with VTECS, NOCTI and Oregon Skill Sets.</p> <p>e. Students will learn all aspects of the industry.</p> <p>f. CTE programs will continue to modify standards based on regional advisory feedback.</p>	

<p>2011-2012</p>	<p>a. COCC and high school faculty will continue to meet with the regional CTE Specialist, Sal Cassaro, COCC College Now/Tech Prep Coordinator Lonna Carnahan to begin to implement POS work started in 2010-2011. b. Purchase equipment necessary for newly selected programs of study c. Work with regional COPA to indentify new programs of study for the following year. d. Other CTE programs will begin to investigate Industry Standards. e. CTE programs will offer student clubs as appropriate. f. CTE programs will meet with their advisory committees once a year.</p>	<p>a. Begin implementation of POS and industry standards that were identified during 2010-2011; will take place by the end of the academic year. b. Students will learn industry standards using technology and equipment used in current industries. c. New regional POS teams will be indentify industry based standards in each program that will assure that students are prepared for high demand and high wage careers and occupations that are responsive to regional, state or global employments trends. d. Programs will become familiar with VTECS, NOCTI and Oregon Skill Sets. e. Students will learn all aspects of the industry. f. CTE programs will continue to modify standards based on regional advisory feedback.</p>	<p>.</p>
<p>2012-2013</p>	<p>a. Perkins-eligible programs of study align with Oregon Skill Sets [Oregon Skill Sets] or other industry-based standards; b. Perkins-eligible programs of study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment.</p>	<p>a. 100% of Perkins-eligible programs of study align with Oregon Skill Sets [Oregon Skill Sets] or other industry-based standards; b. 95% of Perkins-eligible programs of study use relevant technology that directly supports increasing student academic knowledge and technical skill attainment.</p>	<p>.</p>

2. Alignment and Articulation (Benchmark)

Alignment and articulation are core elements for Perkins-Eligible programs of study and include:

- An expectation that the elements defined in the Perkins Act will ensure a greater depth and breadth of student learning through the alignment and integrations of challenging academic and technical standards in curriculum, instruction and assessment. [Sec 122 © (1) & Sec a34 (b) (3)]
- A unified, cohesive sequence of content among secondary and postsecondary partners; a nonduplicative sequence of courses or learning experiences; students receive credit for prior learning whenever possible.
- Alignment of content between secondary and postsecondary education may include course articulation or other ways to acquire postsecondary education credits (e.g. Oregon’s credit for proficiency, dual credit).
- Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.

(Performance Indicators)

- a. 100% of Perkins-eligible programs of study operate with signed institutional agreements—either alignment or articulation;
- b. 67% of Perkins-eligible programs of study have credit articulation agreements for courses that are required in the CTE Program of Study certificate or degree;
- c. 100% of Perkins-eligible programs of study lead to an industry-recognized, postsecondary credential or degree in a high wage, high demand occupation based on regional or state labor market information [[Oregon High Skill, High Wage, High Demand Occupations](#)].

Year	Activities	Progress Markers	Amount
2008-2009	<ul style="list-style-type: none"> a. College Now/Tech Prep will continue to offer regional high school articulation agreements for required courses that lead to a CTE Program of Study certificate or Associate of Science degree. b. Industry standards, duties and tasks will be integrated into all CTE courses as programs of study are developed. c. Within the POS COCC will explore other ways to acquire postsecondary education credits. d. College Now/Transfer will continue to high school articulation in lower division transfer courses. e. COCC will articulate with four year colleges whenever appropriate. f. Evaluate activities. 	<ul style="list-style-type: none"> a. For 2007-2008 42 different courses leading to a COCC CTE certificate or degree were offered by College Now/Tech Prep. College Now/Tech Prep has received 641 high school student registrations with more registrations yet to come. 13 of the regional high schools participated this year. b. Perkins will provide curriculum development money for courses to be added or revised for College Now/Tech Prep implementation. c. COCC recognizes documented and validated credit through the Advanced Placement (AP) exam, College Level Examination Program (CLEP Testing) and military educational programs. COCC also accepts credits for prior certification including Federal Aviation Administration (FAA), ECE, CNA and Fire Science. d. College Now/Transfer will continue to add new courses as requested by the regional high schools. e. Whenever possible, COCC will work four year colleges to offer articulation. f. Modify activities. 	
2009-2010	<ul style="list-style-type: none"> a. College Now/Tech Prep will continue to offer regional high school articulation agreements for required courses that lead to a CTE Program of Study certificate or Associate of Science degree. b. Industry standards, duties and tasks will be integrated into all CTE courses as programs of study are developed. c. Within the POS COCC will explore other ways to acquire postsecondary education credits. d. College Now/Transfer will continue to high school articulation in lower division transfer courses. e. COCC will articulate with four year colleges whenever appropriate. f. Evaluate activities. 	<ul style="list-style-type: none"> a. For 2007-2008 42 different courses leading to a COCC CTE certificate or degree were offered by College Now/Tech Prep. College Now/Tech Prep has received 641 high school student registrations with more registrations yet to come. 13 of the regional high schools participated this year. b. Perkins will provide curriculum development money for courses to be added or revised for College Now/Tech Prep implementation. c. COCC recognizes documented and validated credit through the Advanced Placement (AP) exam, College Level Examination Program (CLEP Testing) and military educational programs. COCC also accepts credits for prior certification including Federal Aviation Administration (FAA), ECE, CNA and Fire Science. d. College Now/Transfer will continue to add new courses as requested by the regional high schools. e. Whenever possible, COCC will work four year colleges to offer articulation. 	

<p>2010-2011</p>	<p>a. College Now/Tech Prep will continue to offer regional high school articulation agreements for required courses that lead to a CTE Program of Study certificate or Associate of Science degree. b. Industry standards, duties and tasks will be integrated into all CTE courses as programs of study are developed. c. Within the POS COCC will explore other ways to acquire postsecondary education credits. d. College Now/Transfer will continue to high school articulation in lower division transfer courses. e. COCC will articulate with four year colleges whenever appropriate. f. Evaluate activities.</p>	<p>f. Modify activities. a. For 2007-2008 42 different courses leading to a COCC CTE certificate or degree were offered by College Now/Tech Prep. College Now/Tech Prep has received 641 high school student registrations with more registrations yet to come. 13 of the regional high schools participated this year. b. Perkins will provide curriculum development money for courses to be added or revised for College Now/Tech Prep implementation. c. COCC recognizes documented and validated credit through the Advanced Placement (AP) exam, College Level Examination Program (CLEP Testing) and military educational programs. COCC also accepts credits for prior certification including Federal Aviation Administration (FAA), ECE, CNA and Fire Science. d. College Now/Transfer will continue to add new courses as requested by the regional high schools. e. Whenever possible, COCC will work four year colleges to offer articulation. f. Modify activities.</p>	
<p>2011-2012</p>	<p>a. College Now/Tech Prep will continue to offer regional high school articulation agreements for required courses that lead to a CTE Program of Study certificate or Associate of Science degree. b. Industry standards, duties and tasks will be integrated into all CTE courses as programs of study are developed. c. Within the POS COCC will explore other ways to acquire postsecondary education credits. d. College Now/Transfer will continue to high school articulation in lower division transfer courses. e. COCC will articulate with four year colleges whenever appropriate. f. Evaluate activities.</p>	<p>a. For 2007-2008 42 different courses leading to a COCC CTE certificate or degree were offered by College Now/Tech Prep. College Now/Tech Prep has received 641 high school student registrations with more registrations yet to come. 13 of the regional high schools participated this year. b. Perkins will provide curriculum development money for courses to be added or revised for College Now/Tech Prep implementation. c. COCC recognizes documented and validated credit through the Advanced Placement (AP) exam, College Level Examination Program (CLEP Testing) and military educational programs. COCC also accepts credits for prior certification including Federal Aviation Administration (FAA), ECE, CNA and Fire Science. d. College Now/Transfer will continue to add new courses as requested by the regional high schools. e. Whenever possible, COCC will work four year colleges to offer articulation.</p>	

<p>2012-2013</p>	<p>a. Perkins-eligible programs of study operate with signed institutional agreements—either alignment or articulation; b. Perkins-eligible programs of study have credit articulation agreements for courses that are required in the CTE Program of Study certificate or degree; c. Perkins-eligible programs of study lead to an industry-recognized, postsecondary credential or degree in a high wage, high demand occupation based on regional or state labor market information [Oregon High Skill, High Wage, High Demand Occupations].</p>	<p>a. 100% of Perkins-eligible programs of study operate with signed institutional agreements—either alignment or articulation; b. 67% of Perkins-eligible programs of study have credit articulation agreements for courses that are required in the CTE Program of Study certificate or degree; c. 100% of Perkins-eligible programs of study lead to an industry-recognized, postsecondary credential or degree in a high wage, high demand occupation based on regional or state labor market information [Oregon High Skill, High Wage, High Demand Occupations].</p>	
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Accountability & Evaluation *(Benchmark)*

In addition to the benchmark indicators for Accountability & Evaluation, each eligible recipient’s CTE student and program performance will be measured against a set of Perkins-required performance goals.

- Specifically identify, by name or description, the assessment used to measure technical skill attainment.
- Assessment identification shall indicate if the assessment is 3rd party or vendor developed.
- Describe if the assessments are “paper-pencil”, performance-based, or a combination.
- Programs must meet Perkins-eligible programs of study and meet state-approved levels of performance. See next page for information.

(Performance Indicators)

- a. 100% of CTE concentrators who complete their secondary or postsecondary component of a program of study will demonstrate performance on valid and reliable technical skill assessments that are aligned to industry-based standards;
- b. No more than 5% of secondary CTE concentrators who complete the secondary component of their program of study will require remediation at postsecondary entry;
- c. 100% of Perkins-eligible programs of study meet state-approved levels of performance on Perkins IV core indicators of performance [Sec 113(b)].

Year	Activities	Progress Markers	Amount
2008-2009	a. Programs of study in Business, Culinary and Forestry will investigate third party assessment tools.	a. POS regional teams will research, meet and share information about various third party assessment tools.	
2009-2010	a. Programs of study in Business, Culinary and Forestry will determine which third party assessment tool will be used. b. Programs of study in Automotive, Manufacturing and Culinary will investigate third party assessment tools.	a. Business, Culinary and Forestry will specifically identify, by name or description the assessment used to measure technical skill attainment. b. Automotive, Manufacturing and Culinary will research, meet and share information about various third party assessment tools.	
2010-2011	a. Program of study in Business, culinary and forestry will implement the third party assessment.	a. Gather student data from the assessment. b. Evaluate data. c. Modify curriculum based on results.	
2011-2012	a. Continue to track industry feedback from 3 rd party assessment tool.	a. Gather student data from the assessment. b. Evaluate data. b. Modify curriculum based on results.	
2012-2013	a. All CTE concentrators who complete their secondary or postsecondary component of a program of study will demonstrate performance on valid and reliable technical skill assessments that are aligned to industry-based standards; b. CTE concentrators who complete the secondary component of their program of study will not require remediation at postsecondary entry; c. Perkins-eligible programs of study meet state-approved levels of performance on Perkins IV core indicators of performance [Sec 113(b)].	a. 100% of CTE concentrators who complete their secondary or postsecondary component of a program of study will demonstrate performance on valid and reliable technical skill assessments that are aligned to industry-based standards; b. No more than 5% of secondary CTE concentrators who complete the secondary component of their program of study will require remediation at postsecondary entry; c. 100% of Perkins-eligible programs of study meet state-approved levels of performance on Perkins IV core indicators of performance [Sec 113(b)].	

2008 – 2013 PERKINS IV LOCAL PLAN GUIDE VI.0

A. Secondary

<p><u>Participant</u> –</p> <p>Any secondary student who has earned one-half (.5) or more credits in any technical skill course as part of an Oregon state-approved CTE program. <i>[Oregon approved CTE program = 2 credits or more.]</i></p> <hr/> <p><u>Concentrator</u> –</p> <p>Any secondary student who has earned one (1) or more credits in a technical skill course(s) as part of an Oregon state-approved CTE program, of which at least one-half (.5) credit must be designated as a “required” CTE course for program completion. <i>[Oregon approved CTE program = 2 credits or more.]</i></p>
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B. Postsecondary

<p><u>Participant</u> –</p> <p>A postsecondary student who has earned one (1) or more CTE credits in any CTE program area within the reporting year. <i>[CTE credit = ACTI code 21 or 21]</i></p> <hr/> <p><u>Concentrator</u> –</p> <p>A postsecondary student who is enrolled for credit in the current academic year who: (1) has completed 18 or more program credits, of which 9 credits are CTE, within a single CTE program area that terminates in the award of a degree, a certificate of completion or an industry-recognized credential; or (2) completes a short-term CTE program of between 12-17 credits that terminates in the award of a certificate of completion or an industry-recognized credential.</p>
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Secondary Measures	Postsecondary Measures
1S1 Academic Attainment – Reading/Language Arts	1P1 Technical Skill Attainment
1S2 Academic Attainment – Mathematics	1P2 Academic Attainment [Oregon Only]
1S3 Academic Attainment – Writing [Oregon Only]	2P1 Credential, Certificate, or Degree Completion
2S1 Technical Skill Attainment	3P1 Student Retention in Postsecondary Education and Transfer to a Baccalaureate Degree Program
3S1 Secondary School Completion	4P1 Student Placement
4S1 Student Graduation Rates	5P1 Employment Retention
5S1 Secondary Placement	6P1 Nontraditional Participation

6S1 Nontraditional Participation	6P2 Nontraditional Completion
6S2 Nontraditional Completion	

Annual performance will be posted on the ODE web site at: [CTE Performance Data](#)
 Updated 1/22/2008

3. Professional Development *(Benchmark)*

Professional development intent and design must [Sec. 122 © (2) & Sec. 135 (b) (41)]:

- Promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies.
- Be high quality, sustained, intensive, and focused on instruction, and increase the academic knowledge and understanding of industry standards.
- Encourage applied learning that contributes to the academic and CTE knowledge of the student.
- Provide the knowledge and skills needed to work with and improve instruction for special populations.
- Assist in accessing and utilizing CTE accountability data, student achievement data from assessments.

SPECIAL NOTE Annually, eligible recipients are required to invest an amount equal to 10% of their Perkins Basic Grant allocation specifically for professional development. Professional development financial support does not require the use of Perkins funds, but can be from other local funds as long as the professional development investment is equal to 10% of the local Perkins Basic Grant allocation.

(Performance Indicators)

- a. *95% of CTE teachers reinforce naturally occurring, embedded academic content within their technical instruction;*
- b. *95% of secondary CTE teachers follow a formal, professional development plan focused on instruction; and 95% of postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction.*

Year	Activities	Progress Markers	
2008-2009	<ul style="list-style-type: none"> a. Programs of study teams will attend appropriate conferences and workshops. b. COCC faculty will provide training to high school faculty when appropriate. c. Send a team to the national ACTE Conference. d. Send a team to the state OACTE conference. e. Instructors will attend program specific trainings to stay current with industry-based technical standards. f. COCC will continue to support annual Professional Improvement Plans submitted by all full time faculty. g. COCC will continue to hold twice monthly Career and Technical Education Council meetings to keep CTE program coordinators and chairs informed of regional, state and federal updates. 	<ul style="list-style-type: none"> a. Information received from professional improvement activities will be shared with department colleagues and POS teams. b. Information received from professional improvement activities will be integrated into curriculum and instruction. c. POS will be modified as new information is gathered. d. Students will perform at Perkins performance levels. 	
2009-2010	<ul style="list-style-type: none"> a. Programs of study teams will attend appropriate conferences and workshops. b. COCC faculty will provide training to high school faculty when appropriate. c. Send a team to the national ACTE Conference. d. Send a team to the state OACTE conference. e. Instructors will attend program specific trainings to stay current with industry-based technical standards. f. COCC will continue to support annual Professional Improvement Plans submitted by all full time faculty. g. COCC will continue to hold twice monthly Career and Technical Education Council meetings to keep CTE program coordinators and chairs informed of regional, state and federal updates. 	<ul style="list-style-type: none"> a. Information received from professional improvement activities will be shared with department colleagues and POS teams. b. Information received from professional improvement activities will be integrated into curriculum and instruction. c. POS will be modified as new information is gathered. d. Students will perform at Perkins performance levels. 	

<p>2010-2011</p>	<p>a. Programs of study teams will attend appropriate conferences and workshops. b. COCC faculty will provide training to high school faculty when appropriate. c. Send a team to the national ACTE Conference. d. Send a team to the state OACTE conference. e. Instructors will attend program specific trainings to stay current with industry-based technical standards. f. COCC will continue to support annual Professional Improvement Plans submitted by all full time faculty. g. COCC will continue to hold twice monthly Career and Technical Education Council meetings to keep CTE program coordinators and chairs informed of regional, state and federal updates.</p>	<p>a. Information received from professional improvement activities will be shared with department colleagues and POS teams. b. Information received from professional improvement activities will be integrated into curriculum and instruction. c. POS will be modified as new information is gathered. d. Students will perform at Perkins performance levels.</p>	
<p>2011-2012</p>	<p>a. Programs of study teams will attend appropriate conferences and workshops. b. COCC faculty will provide training to high school faculty when appropriate. c. Send a team to the national ACTE Conference. d. Send a team to the state OACTE conference. e. Instructors will attend program specific trainings to stay current with industry-based technical standards. f. COCC will continue to support annual Professional Improvement Plans submitted by all full time faculty. g. COCC will continue to hold twice monthly Career and Technical Education Council meetings to keep CTE program coordinators and chairs informed of regional, state and federal updates.</p>	<p>a. Information received from professional improvement activities will be shared with department colleagues and POS teams. b. Information received from professional improvement activities will be integrated into curriculum and instruction. c. POS will be modified as new information is gathered. d. Students will perform at Perkins performance levels.</p>	
<p>2012-2013</p>	<p>a. Programs of study teams will attend appropriate conferences and workshops. b. COCC faculty will provide training to high school faculty when appropriate. c. Send a team to the national ACTE Conference. d. Send a team to the state OACTE conference.</p>	<p>a. 95% of CTE teachers reinforce naturally occurring, embedded academic content within their technical instruction; b. 95% of secondary CTE teachers follow a formal, professional development plan focused on instruction; and 95% of</p>	

	<p>e. Instructors will attend program specific trainings to stay current with industry-based technical standards.</p> <p>f. COCC will continue to support annual Professional Improvement Plans submitted by all full time faculty.</p> <p>g. COCC will continue to hold twice monthly Career and Technical Education Council meetings to keep CTE program coordinators and chairs informed of regional, state and federal updates.</p>	<p>postsecondary CTE teachers participate annually in formal, program-related professional development focused on instruction.</p>	
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4. Student Support Services *(Benchmark)*

Student support services are a core element for Perkins-eligible programs of study and include:

- All CTE students will have informational career guidance, academic advising and instructional support to assist them in progressing through a CTE program of study in a nonduplicative manner (e.g. Pathway Templates, Education Plan and Profile, appropriate accommodations, ELL services).

(Performance Indicator)

- a. *95% of Perkins-eligible programs of study provide students with relevant career-related learning experiences, student leadership opportunities [secondary], cooperative work experience [postsecondary] and access to educational opportunities for careers that are nontraditional for a student's gender;*
- b. *100% of Perkins-eligible programs of study provide each student with appropriate accommodations and barrier-free access to CTE learning environments for high wage, high demand careers that lead to self-sufficiency.*

a.

Year	Activities	Progress Markers	Amount
2008-2009	<p>a. Marketing-Update CTE program websites provide a consistent look and consistent information. Websites will include programs of study (pathways) and roadmaps.</p> <p>b. Provide child care assistance to economically disadvantaged Perkins Qualified students.</p> <p>c. Provide tutoring assistance to Perkins qualified students. This will not include remediation.</p> <p>d. Require coop work experience.</p> <p>e. Require academic advising for degree seeking CTE students.</p> <p>f. Offer an alternative education Culinary Certificate.</p>	<p>a. By the end of spring term 2009 websites will be updated. Programs will include Aviation, Criminal Justice, Culinary, Dental Assisting, Emergency Medical Technician, Forestry Resources, Licensed Massage Therapy and Manufacturing.</p> <p>b. CTE economically disadvantaged students will remain in school as child care assistance is provided.</p> <p>c. Tutoring services will help student to be successful and progress through their program of study.</p> <p>d. All CTE 2 yr Associate of Science Degrees will continue to require coop work experience for completion of degrees.</p>	

	<ul style="list-style-type: none"> g. Offer a multicultural high school visitation day at COCC. h. Offer a COCC College Fair for CTE programs. i. Perkins will provide curriculum development money to convert CTE curriculum to Spanish. j. Refer students to the ADA Coordinator for accommodations as needed. k. Inform students of the ADA Club for students. l. Provide ESL classes for students with limited English Proficiency. m. Offer Oregon Leadership Institute mentoring training for college students of Latino decent. n. Offer Oregon Leadership Institute mentoring for high school students. o. Provide Career, Advising and Placement information to students through the COCC CAP Center. p. Refer women to the Women’s Resource Center, for classes and support groups for displaced homemaker and single women’s services. q. Modify activities as needed to meet state performance indicators. 	<ul style="list-style-type: none"> e. All degree seeking students are required to meet with their program advisor at least once a year. f. COCC has applied for the certificate through CCWD and is waiting for the approval. g. “Mosaic,” the annual COCC multicultural high school visitation day is well attended by regional high school students with a variety of cultural backgrounds. h. This has become an annual event for CTE programs to have a high school visitation day. It’s a day of exhibits, demonstrations and career exploration. i. Spanish class in Medical Assisting and Criminal Justice will be completed. j. All ADA qualified CTE students will be referred to the ADA coordinator for services. k. ADA students will continue to attend. l. ESL classes will continue to be well attended by students. m. OLI mentoring training classes will be well attend by Latino high school students. n. OLI high school students will be successful. o. Students will to use and benefit from the resources in the CAP center. p. Students will continue to use the services provided at the Women’s Resource Center. q. Modify activities as needed to meet state performance indicators. 	
<p>2009-2010</p>	<ul style="list-style-type: none"> a. Marketing-Update CTE program websites provide a consistent look and consistent information. Websites will include programs of study (pathways) and roadmaps. b. Provide child care assistance to economically disadvantaged Perkins Qualified students. c. Provide tutoring assistance to Perkins qualified students. This will not include remediation. d. Require coop work experience for all 2 yr AAS degrees. e. Require academic advising for degree seeking CTE students. f. Offer an alternative education Culinary Certificate. g. Offer a multicultural high school visitation day at COCC. h. Offer a COCC College Fair for CTE programs. i. Perkins will provide curriculum development money to convert CTE curriculum to Spanish. j. Refer students to the ADA Coordinator for accommodations as 	<ul style="list-style-type: none"> a. By the end of spring term 2009 websites will be updated. Programs will include Aviation, Criminal Justice, Culinary, Dental Assisting, Emergency Medical Technician, Forestry Resources, Licensed Massage Therapy and Manufacturing. b. CTE economically disadvantaged students will remain in school as child care assistance is provided. c. Tutoring services will help student to be successful and progress through their program of study. d. All CTE 2 yr Associate of Science Degrees will continue to require coop work experience for completion of degrees. e. All degree seeking students are required to meet with their program advisor at least once a year. f. COCC has applied for the certificate through CCWD and is waiting for the approval. g. “Mosaic,” the annual COCC multicultural high school 	

	<p>needed.</p> <ul style="list-style-type: none"> k. Inform students of the ADA Club for students. l. Provide ESL classes for students with limited English Proficiency. m. Offer Oregon Leadership Institute mentoring training for college students of Latino decent. n. Offer Oregon Leadership Institute mentoring for high school students. o. Provide Career, Advising and Placement information to students through the COCC CAP Center. p. Refer women to the Women’s Resource Center, for classes and support groups for displaced homemaker and single women’s services. q. Modify activities as needed to meet state performance indicators. 	<ul style="list-style-type: none"> visitation day is well attended by regional high school students with a variety of cultural backgrounds. h. This has become an annual event for CTE programs to have a high school visitation day. It’s a day of exhibits, demonstrations and career exploration. i. Spanish class in Medical Assisting and Criminal Justice will be completed. j. All ADA qualified CTE students will be referred to the ADA coordinator for services. k. ADA students will continue to attend the ADA Club. l. ESL classes will continue to be well attended by students. m. OLI mentoring training classes will be well attend by Latino high school students. n. OLI high school students will be successful. o. Students will use and benefit from the resources in the CAP center. p. Students will continue to use the services provided at the Women’s Resource Center. q. Modify activities as needed to meet state performance indicators. 	
<p>2010-2011</p>	<ul style="list-style-type: none"> a. Marketing-Update CTE program websites provide a consistent look and consistent information. Websites will include programs of study (pathways) and roadmaps. b. Provide child care assistance to economically disadvantaged Perkins Qualified students. c. Provide tutoring assistance to Perkins qualified students. This will not include remediation. d. Require coop work experience for all 2 yr AAS degrees. e. Require academic advising for degree seeking CTE students. f. Offer an alternative education Culinary Certificate. g. Offer a multicultural high school visitation day at COCC. h. Offer a COCC College Fair for CTE programs. i. Perkins will provide curriculum development money to convert CTE curriculum to Spanish. j. Refer students to the ADA Coordinator for accommodations as needed. k. Inform students of the ADA Club for students. l. Provide ESL classes for students with limited English Proficiency. m. Offer Oregon Leadership Institute mentoring training for college students of Latino decent. 	<ul style="list-style-type: none"> a. By the end of spring term 2009 websites will be updated. Programs will include Aviation, Criminal Justice, Culinary, dental Assisting, Emergency Medical Technician, Forestry Resources, Licensed Massage Therapy and Manufacturing. b. CTE economically disadvantaged students will remain in school as child care assistance is provided. c. Tutoring services will help student to be successful and progress through their program of study. d. All CTE 2 yr Associate of Science Degrees will continue to require coop work experience for completion of degrees. e. All degree seeking students are required to meet with their program advisor at least once a year. f. COCC has applied for the certificate through CCWD and is waiting for the approval. g. “Mosaic,” the annual COCC multicultural high school visitation day is well attended by regional high school students with a variety of cultural backgrounds. h. This has become an annual event for CTE programs to have a high school visitation day. It’s a day of exhibits, demonstrations and career exploration. 	

	<p>n. Offer Oregon Leadership Institute mentoring for high school students. o. Provide Career, Advising and Placement information to students through the COCC CAP Center. p. Refer women to the Women’s Resource Center, for classes and support groups for displaced homemaker and single women’s services. q. Modify activities as needed to meet state performance indicators.</p>	<p>i. Spanish class in Medical Assisting and Criminal Justice will be completed. j. All ADA qualified CTE students will be referred to the ADA coordinator for services. k. ADA students will continue to attend. l. ESL classes will continue to be well attended by students. m. OLI mentoring training classes will be well attend by Latino high school students. n. OLI high school students will be successful. o. Students will to use and benefit from the resources in the CAP center. p. Students will continue to use the services provided at the Women’s Resource Center. q. Modify activities as needed to meet state performance indicators.</p>	
<p>2011-2012</p>	<p>a. Marketing-Update CTE program websites provide a consistent look and consistent information. Websites will include programs of study (pathways) and roadmaps. b. Provide child care assistance to economically disadvantaged Perkins Qualified students. c. Provide tutoring assistance to Perkins qualified students. This will not include remediation. d. Require coop work experience. e. Require academic advising for degree seeking CTE students. f. Offer an alternative education Culinary Certificate. g. Offer a multicultural high school visitation day at COCC. h. Offer a COCC College Fair for CTE programs. i. Perkins will provide curriculum development money to convert CTE curriculum to Spanish. j. Refer students to the ADA Coordinator for accommodations as needed. k. Inform students of the ADA Club for students. l. Provide ESL classes for students with limited English Proficiency. m. Offer Oregon Leadership Institute mentoring training for college students of Latino decent. n. Offer Oregon Leadership Institute mentoring for high school students. o. Provide Career, Advising and Placement information to students through the COCC CAP Center. p. Refer women to the Women’s Resource Center, for classes and support groups for displaced homemaker and single women’s services.</p>	<p>a. By the end of spring term 2009 websites will be updated. Programs will include Aviation, Criminal Justice, Culinary, dental Assisting, Emergency Medical Technician, Forestry Resources, Licensed Massage Therapy and Manufacturing. b. CTE economically disadvantaged students will remain in school as child care assistance is provided. c. Tutoring services will help student to be successful and progress through their program of study. d. All CTE 2 yr Associate of Science Degrees will continue to require coop work experience for completion of degrees. e. All degree seeking students are required to meet with their program advisor at least once a year. f. COCC has applied for the certificate through CCWD and is waiting for the approval. g. “Mosaic,” the annual COCC multicultural high school visitation day is well attended by regional high school students with a variety of cultural backgrounds. h. This has become an annual event for CTE programs to have a high school visitation day. It’s a day of exhibits, demonstrations and career exploration. i. Spanish class in Medical Assisting and Criminal Justice will be completed. j. All ADA qualified CTE students will be referred to the ADA coordinator for services. k. ADA students will continue to attend.</p>	

	<p>q. Modify activities as needed to meet state performance indicators.</p>	<p>l. ESL classes will continue to be well attended by students. m. OLI mentoring training classes will be well attend by Latino high school students. n. OLI high school students will be successful. o. Students will to use and benefit from the resources in the CAP center. p. Students will continue to use the services provided at the Women’s Resource Center. q. Modify activities as needed to meet state performance indicators.</p>	
<p>2012-2013</p>	<p>a. Marketing-Update CTE program websites provide a consistent look and consistent information. Websites will include programs of study (pathways) and roadmaps. b. Provide child care assistance to economically disadvantaged Perkins Qualified students. c. Provide tutoring assistance to Perkins qualified students. d. Require coop work experience. e. Require academic advising for degree seeking CTE students. f. Offer an alternative education Culinary Certificate. g. Offer a multicultural high school visitation day at COCC. h. Offer a COCC College Fair for CTE programs. i. Perkins will provide curriculum development money to convert CTE curriculum to Spanish. j. Refer students to the ADA Coordinator for accommodations k. Inform students of the ADA Club for students. l. Provide ESL classes for students with limited English Proficiency. m. Offer Oregon Leadership Institute mentoring training for college students of Latino decent. n. Offer Oregon Leadership Institute mentoring for high school students. o. Provide Career, Advising and Placement information to students through the COCC CAP Center.</p>	<p>a. 95% of Perkins-eligible programs of study provide students with relevant career-related learning experiences, student leadership opportunities [secondary], cooperative work experience [postsecondary] and access to educational opportunities for careers that are nontraditional for a student’s gender; b. 100% of Perkins-eligible programs of study provide <u>each</u> student with appropriate accommodations and barrier-free access to CTE learning environments for high wage, high demand careers that lead to self-sufficiency.</p>	

APPENDIX R:
Example of Business Program of Study Articulation and Assessment

Skills Survey

Completed By: _____ (Name and Title)
 Bend, Redmond, Summit, La Pine, Sisters, Madras, Culver,
School: _____ and COCC
Occupation **Accounting**

Rate the Importance of the following skills (check one)			Skill			Where Is This Skill Best Taught? (check one or both)	
Nice to Know	Need to Know	Needed for Survival	Duty	Task		Class-room	Job
			A		APPLY BASIC ACCOUNTING PRINCIPLES		
2	2	1	A	001	Establish and utilize a Chart of Accounts	4	4
3	1	1	A	002	Analyze transactions in a double entry accounting system	5	5
2	0	3	A	003	Analyze and input transactions in general journals and special journals	3	4
2	3	0	A	004	Determine financial position by applying the accounting equation (Assets = Liabilities + Owner's Equity)	4	3
1	2	2	A	005	Describe types of business ownership	4	1
2	1	2	A	006	Originate, journalize, and post transactions following the accounting cycle	4	4
3	2	0	A	007	Post and approve subsidiary ledgers	4	3
1	1	3	A	008	Locate and correct errors	4	4
2	0	3	A	009	Prove accuracy of the ledger	3	4
1	2	2	A	010	Calculate, journalize and post end-of-period adjustments (adjusting entries)	4	4
1	2	2	A	011	Close ledger accounts (closing entries) and prepare for next accounting period	3	4
2	0	3	A	012	Generate trial balance	3	4
			B		MAINTAIN GENERAL LEDGER		
2	2	3	B	001	Recognize and utilize multi-column journals	4	3
1	2	2	B	002	Prepare bank reconciliations	3	3
0	4	1	B	003	Prepare checks	4	3
1	2	2	B	004	Prepare bank statements	4	3
1	2	2	B	005	Compare subsidiary schedules and investigate any discrepancies	4	3
			C		PRODUCE AND INTERPRET FINANCIAL STATEMENTS		

2	3	1	C	001	Recognize and interpret the components of the financial statements	2	3
1	3	2	C	002	Prepare financial statements (balance sheet income statement)	4	3
			D		MAINTAIN ACCOUNTS PAYABLE AND ACCOUNTS RECEIVABLE		
2	1	1	D	001	Set up and maintain vendor information (payables)	3	3
2	1	2	D	002	Set up and maintain customer information (receivables)	3	4
1	2	2	D	003	Record purchases on account and other payables	3	4
1	2	2	D	004	Record sales on account and other receivables	3	4
3	0	2	D	005	Prepare purchases journal	2	3
3	0	2	D	006	Prepare cash payments journal	3	3
3	0	2	D	007	Prepare sales Journal	3	3
4	0	2	D	008	Prepare cash receipts journal	2	3
			E		MAINTAIN PAYROLL		
1	3	1	E	001	Set up and maintain employee files	1	1
1	2	2	E	002	Input and verify hourly and salaried data (regular hours; overtime hours; payroll deductions; insurance; etc.)	4	3
1	3	4	E	003	Generate payroll checks	3	4
1	3	3	E	004	Transfer necessary funds	3	4
2	3	1	E	005	Generate and prepare payroll register	3	4
2	2	1	E	006	Generate and prepare employee earnings records	2	4
2	2	1	E	007	Generate and prepare payroll tax reports: local, state, federal	3	1
					Please list any suggestions below		

APPENDIX S General Education

Institutional Effectiveness at COCC Outcomes

2007- 2009

BOARD PRIORITY

Access and Success – Strengthen student and community access to educational opportunity and success

METHOD

By continuing progress in our partnership with OSU-Cascades and other University partners.

MEASUREMENT

- ✓ **OSU-Cascades - COCC Commitment & Student Participation**
- ✓ **Additional Post-Secondary Institution Partners & Options**
- ✓ **Do COCC students end up transferring?**

TARGET

Targets are emerging through work on the Institutional Strategic/Comprehensive Plan, the Strategic Enrollment Management Plan and Instructional Planning and will be incorporated into the Institutional Effectiveness reports as they develop.

COCC STRATEGY & PROGRESS

To achieve targeted progress with student access and success, the Board believes that strategic partnerships will be increasingly important. COCC supports the OSU-Cascade partnership by collaborating on and sharing resources and developing opportunities for students to transfer smoothly. The College partners with several additional colleges and universities to offer students a seamless transfer among institutions, as well as other higher education opportunities.

✓ **OSU-Cascades - COCC Commitment & Student Participation**

COCC has supported OSU-Cascades by sharing space and collaborating on campus resources – library, information technology services, campus shuttle and campus security.

COCC Barber Library: the library purchases, maintains and circulates materials in support of academic programs for both COCC and OSU-Cascades. OSU-Cascades also purchases materials for its programs - the Cascades collection – and they are interfiled with COCC materials. Two OSU-Cascades librarians have offices in the library and assist in providing support for general reference services and special support for OSU-Cascade programs. Additional joint services include Summit - the Orbis Cascade Alliance consortium's union catalog and shared resource system - and our course reserves management system in the Circulation Department. The OSU Libraries host and manage the integrated library system shared with the COCC Library.

Information Technology Services: COCC and OSU-Cascades share administrative responsibility in support of OSU-Cascades information technology systems and infrastructure - in all areas of planning, operations and project management. COCC provides on-site technical support in the areas of Computer Lab management and Networking/Telecommunications, as well as systems access to network server applications, and connectivity to voice, data and video networks.

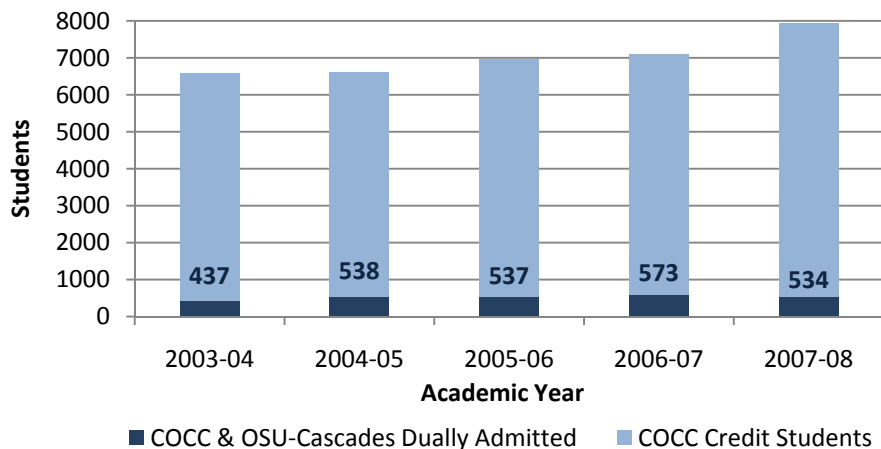
Academic matters are shared through the Joint Curriculum Council, composed of academic administrators, faculty members, registrars and advising coordinators from COCC, Oregon State University (OSU), and University of Oregon (UO). Agreements are in place to share faculty, as needed in areas where offerings are not extensive enough to support a full time OSU-Cascades faculty.

On the student services side, COCC works with OSU-Cascades on joint recruiting activities, including on-campus events such as College 101 and Mosaic. All students admitted to OSU-Cascades are automatically admitted to COCC and course completion data for students dually admitted to both schools is shared

Exhibit 7.b2 – September 10, 2008

COCC Credit Students & Dually Admitted Students

All students admitted to OSU-Cascades are automatically admitted to COCC



Since 2003-04, the percentage of COCC credit students who are dually admitted to OSU-Cascades has remained steady at 7 to 8%.

✓ **Additional Post-Secondary Institution Partners & Options**

COCC partners with several colleges and universities to offer students a seamless transfer among institutions for certain majors. COCC has current articulation agreements – agreements indicating the acceptability of courses in transfer toward meeting specific degree requirements - with the following institutions:

- Eastern Oregon University
- Humboldt State University
- Linn Benton Community College
- Oregon Institute of Technology
- Oregon State University – Cascades Campus
- Portland Community College

For more details on the specific programs, reference [COCC's 2008-09 Catalog](#) (page 33) available online.

COCC's financial aid office regularly partners with other institutions on consortium agreements that allow students to “bundle” the coursework they are taking at both institutions for financial aid purposes.

COCC also rents classroom space to Eastern Oregon University’s Distance Education program, Linfield’s Adult Degree Program and George Fox’s Master of Arts in Teaching program.

There are also state coordinated transfer credentials students can receive to aid in a seamless transfer:

The Oregon Transfer Module (OTM): provides a one-year curriculum for students who plan to transfer to an Oregon community college or public university and guarantees credits will be accepted toward general education requirements at the transfer institution.

Associate of Arts – Oregon Transfer (AAOT): designed for students who plan to transfer to Oregon or some Washington public universities, as well as some private universities in both states and guarantees credits will be accepted toward meeting all lower-division general education requirements. Students will transfer with a junior standing towards registration at the transfer institution.

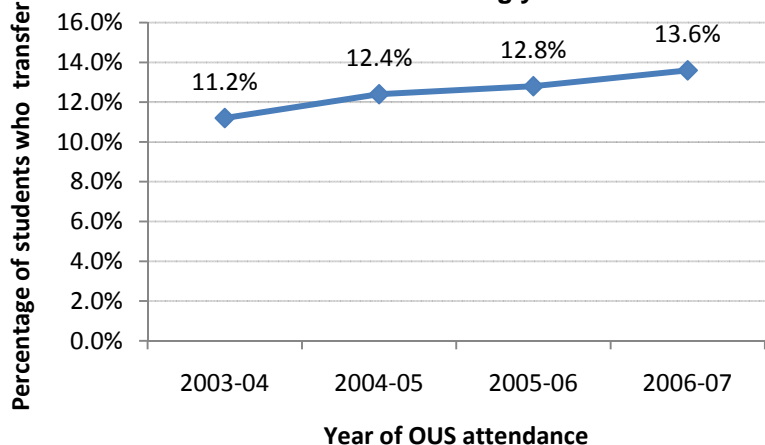
Associate of Science – Oregon Transfer, Business Degree (ASOT-Business): The degree is designed for students with a high level of certainty about their decision to earn a bachelor’s degree with a major in business from an Oregon public university. It includes courses required for entrance into an OUS school and also into the university’s business college.

Associate of Science: The degree is designed for students who want to transfer to a specific major. The student and advisor work together to select courses to meet the transfer institution’s lower-division education and major requirements. Advisors and students are also working with the transfer institution to ensure transferability.

✓ **Do COCC students end up transferring?**

All COCC Credit Students Transferring to Oregon University System (OUS)

Percent of ALL COCC credit students who transferred to the Oregon University System (OUS) the following year



YES...There is a steady increase in the percentage of ALL COCC Credit students transferring to an OUS school the following year.

*Data Source: State OCCURS data matched to OUS enrollment
(Students can be enrolled for as little as one credit at COCC prior to transferring and enrolling at an OUS institution)*

COCC Transfer Credential Completers Transferring to Any Four-Year Institution

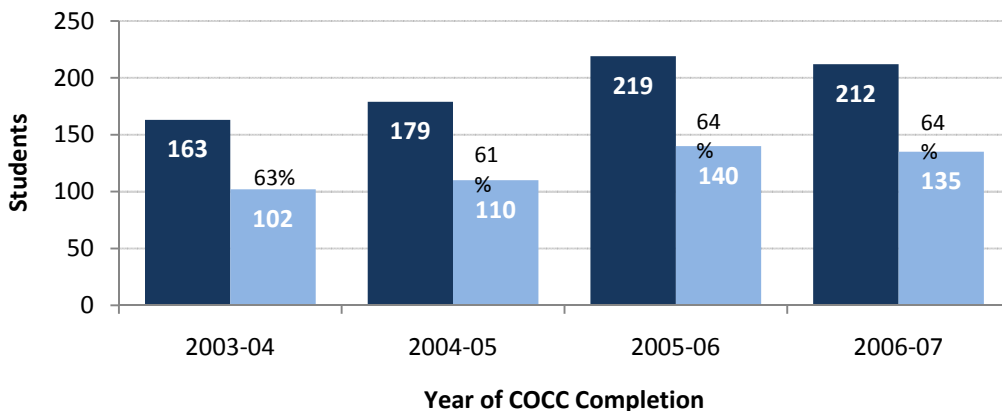
In the last four years, an average of 63% of COCC students earning a transfer credential...

- OTM (7 since 2005-06)
- AAOT
- ASOT-Business
- AS

... transferred to a four-year institution within one year of completion.

On average, 92% of the completers who transferred went to an Oregon institution.

COCC Students earning a transfer credential who transfer to a four-year institution within one year of credential completion



■ Transfer Credential Completers
■ Transferred to 4 year school within one year of completion

WHAT NEEDS TO BE DONE

In regards to the OSU-Cascades partnership, work is underway on curriculum design in COCC's expansion of the culinary program to facilitate articulation to OSU-Cascades planned Hospitality Management degree

- Completion of OSU-Cascades strategic plan will shape COCC initiatives in the coming years
- Sites have been allocated within the COCC facility master plan to accommodate three additional OSU-Cascades buildings at the Awbrey Butte campus

In regards to other post-secondary education partners, during spring/summer 2008, preliminary discussions were initiated to explore potential cooperative ventures to provide educational pathways for students in Career Technical Education (CTE) programs

- Implement revised AAOT credential to streamline student transfer to a range of OUS schools
- In the future, attempt to collect more information on our students who transfer to determine how well their experience at COCC prepared them to transfer and perform well at their chosen transfer institution

FACTORS AFFECTING RESULTS/PROGRESS

The OSU-Cascades campus was created in 2002 with continued development dependent primarily on Oregon University System (OUS) funding.

As stated above, changes to the AAOT degree requirements - involving major curricular revision in some areas – will allow for students to experience a more seamless transfer to OUS institutions.

As the cost of higher education rises, the College may become an even more attractive alternative for students who may stay and take additional credits at COCC before transferring to a four-year institution. The College has seen an increase in the number of students continuing from the previous term and plans to look into the credit taking patterns of this group in the near future.

ABOUT THE DATA

The chart information provided on page 2 was pulled from the COCC Student information system. On page 3, the first chart includes information from a data match between the state Oregon Community College Unified Reporting System (OCCURS) and the Oregon University System (OUS). The second chart on page 3 was gathered by matching COCC completion data with the National Student Clearinghouse – an enrollment database, representing 91% of US collegiate enrollment. The charts were organized by Chris Egertson, Research Specialist. Summary level chart data is provided here and more detailed information is available by contacting Brynn Pierce in the Institutional Research office – ir@cocc.edu

Contributions to the narrative supplied by Jim Middleton, President, Kathy Walsh, Vice President for Instruction, Alicia Moore, Dean of Student Services, Dan Cecchini, Director of Information Technology, David Bilyeu, Director of Library Services, Aimee Metcalf, Director of Admissions and Records and Matt McCoy, Vice President for Institutional Advancement.

The full report was coordinated and prepared by Brynn Pierce, Institutional Research.

Institutional Research Office
Central Oregon Community College
IR@cocc.edu



The complete [2007-09 Institutional Effectiveness](#) and Board Priorities series is available online!
 From the home page, go to Campus Visitors → About COCC → COCC Facts & Figures
 Click on Institutional Effectiveness in the left column.