# Chemeketa Community College

## Year One Self-Evaluation Report

## 2016

*Discover*
**Chemeketa**
Community College

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## Year One Self-Evaluation Report

### Submitted to
### Northwest Commission on Colleges and Universities

### February 2016

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# Institutional Overview

Chemeketa Community College, established in 1969 and accredited in 1972, is the second largest of Oregon's 17 community colleges. The college serves a four-county, 2,600 square mile district of approximately 618,000 residents. The name **Chemeketa**, meaning "place of peace," was adopted from the Native American Kalapuya language. It is intended to convey that the college is a gathering place for students to develop new skills and knowledge, share ideas, and meet old and new friends. The college serves a socioeconomically diverse community that includes rural, urban, and suburban populations and some of the state's lowest income areas. The college's service area is also ethnically diverse; Chemeketa serves the highest percentage of Hispanic students in Oregon community colleges and is in the first years of a process of federal government designation as a Hispanic-serving institution. Thus, the educational needs within Chemeketa's service area are also diverse.

In order to provide services to our geographically large area, Chemeketa has several established centers and two campuses within its service district. The largest campus is located in Salem. The newest campus, Yamhill Valley, is located in McMinnville. Centers located in Brooks, Dallas, West Salem (Eola), and Woodburn provide services to rural communities; The Center for Business and Industry provides customized training and small business support to the business community in Chemeketa's service district. These additional sites are able to tailor their services specifically to the community they serve, while still allowing students the ability to benefit from a larger offering of courses and programs offered district-wide.

## Services and Demographics

The college provides a range of services: career and technical education, instructional and transfer programs, developmental education, dual enrollment with high school districts, outreach to businesses and the unemployed, and personal enrichment opportunities. These services are provided by 225 full-time faculty, 428 part-time and adjunct faculty, 353 classified staff, and 96 exempt staff.

In 2014–15 the college provided these services to a student body that was 56.4% female and, of those reporting their race, included 48.4% persons of color or interracial background. Total financial aid or other assistance was awarded to 7,887 students in 2014-15 and totaled $56,206,748.

In the same period, 31,800 students enrolled at Chemeketa, totaling 11,802 Full-time Equivalent (FTE) students; that number included 3,707 full-time students. Sixty-five percent of enrolled students were certificate or degree-seeking. Approximately 82% of students who were enrolled in credit courses attended part-time. Of those students enrolled in credit classes, the average age was 25 years old.

## Governance and Funding

Chemeketa is directly responsible to its constituents and applies local governance in aspects related to control and direction. Chemeketa is locally governed by a seven-member College Board of Education composed of elected residents from the geographic zones in the college's district. The District President/CEO of the college reports to the Board. A state agency, the Oregon Department of Community Colleges and Workforce Development (CCWD), serves as a resource to the community colleges. The Higher Education Coordinating Commission now acts as the state governing entity; prior to July 1, 2014, the State Board of Education held this responsibility.

The college has three primary sources of general fund (operating) revenue: state allocation, local property taxes, and tuition and fees. Annually, the college administration, guided by its mission and core themes, recommends a proposed budget for review by a budget committee. Following review and public testimony, the College Board of Education adopts the budget by June 30 each year. Biennially, the state legislature appropriates funding for all of Oregon's 17 community colleges. The funding flows through to individual colleges based on a statewide funding formula. Property owners in the college district are also assessed a community college tax. Tuition, fees, and grants and appropriations make up the rest of the college's operating budget. The college maintains a reserve for debt service to plan for future debt payments.

## Organizational Structure

Chemeketa is organized into three main operations areas: governance and administration, college support services, and instruction and student services. A key administrator with responsibility for multiple divisions and units guides each of these areas. For example, in instruction and student services, the chief academic officer supervises four large divisions and units that comprise all areas of curriculum, instruction, scheduling, and student support services district-wide.

Chemeketa offers 94 programs, including eight degrees and 11 certificates that can be earned wholly through online attendance. The college currently offers:

- the statewide Associate of Arts Oregon Transfer degree and the Oregon Transfer Module, which allow students to transfer to any of Oregon's seven public universities;
- an Associate of Science/Oregon Transfer Degree in Business;
- an Associate of Science/Oregon Transfer Degree in Computer Science
- an Associate of General Studies degree;
- 41 Associate of Applied Science degrees;
- 53 certificates in such areas as Automotive Technology, Criminal Justice, Electronic Engineering Technology, Hemodialysis Technician, Pharmacy Technician, and Vineyard Operations;
- an Adult High School diploma.

Chemeketa places considerable emphasis on student services that meet the needs of the college's low socioeconomic, first-generation college, adult, and multicultural student populations. The college's workforce funding programs are specifically geared toward low socioeconomic students.

The college's many opportunities that prepare and support students for college and work demonstrate Chemeketa's focused efforts to carry out its mission and core themes. This work allows the college to serve its community in locally defined ways that meet the needs of its constituents.

This report is the result of the collective efforts of the Accreditation Steering Committee and the Report Task Force. Committee and Task Force members are listed in Appendix A.

# Preface

## a) Brief Update on Institutional Changes since the Institution's Last Report

### Leadership

Since the submission of the Chemeketa's Year Seven Self-Evaluation Report in 2015, the college has made a few organizational adjustments in leadership roles and selected new leaders for vacant administrative positions. These changes include the following:

| Name | Former position | New position |
|---|---|---|
| Julie Huckestein | Interim President | District President/CEO |
| Jim Eustrom | Interim Vice President/ Yamhill Valley Campus President | Vice President/ Yamhill Valley Campus President |
| Andrew Bone | Executive Dean | Vice President |
| J.D. Wolfe | Systems Administration Manager Enterprise Data Center Maricopa County, Arizona | Director—Information Technology |
| Dr. Claire Oliveros | Program Director Portland Community College | Executive Dean—Student Development and Learning Resources |
| Marshall Roache | Instructor Criminal Justice | Dean—Emergency Services |
| Glen Miller | Dean Applied Technologies | Director—Dallas Center |
| Dr. Jon Tucker | Coordinator Adult Education Transitions South Louisiana Community College Lafayette, LA | Executive Director—Corrections Education |
| Ann Iseda | Director Academic Support Kellogg Community College Battle Creek, MI | Dean—Academic Transitions |

### Facilities

Chemeketa Community College, as a dynamic organization, continues to change and evolve in order to be responsive to changing needs within its service district. Fall of 2015 marked the completion of virtually all facilities improvement work initiated under the 2008 general obligation bond for $92 million that was approved by Mid-Willamette Valley voters. The largest project, a state-of-the-art complex for Chemeketa's Applied Technology programs on the Salem campus, had its grand opening on October 8th, 2015. As noted on Chemeketa's internal web site, "the applied technology complex incorporates two new buildings and a major renovation of another. Building 20 houses the college's Computer-Assisted Drafting, Engineering and Machining Technology programs. Building 21 houses the lab space for welding. A renovated Building 4 is home to the Automotive Technology, Electronics, Robotics, and Visual Communication programs. The complex is the fourth and final major project funded by the bond. The previous three projects – the Building 8 Health Science complex on the Salem campus, a new Yamhill Valley campus, and new classroom buildings at the Brooks Regional Training Center – all opened in 2011. These new buildings serve to demonstrate Chemeketa's promise to its service area to provide high quality education and training facilities to respond to the area's training needs."

An investment in creating a physical space for a math learning hub on the Salem campus is underway. Remodeling efforts in mid-2015 created math faculty offices in a building where math classes and a math learning center are currently housed. Additional math faculty offices will be created Summer 2016 Term. In addition, developmental education faculty will also be co-located in that area, with the hope of providing a shared space focused on developmental student progression through the pre-100 level math, writing and reading courses. Upgrades to classrooms, technology and student gathering areas are planned for the summer of 2016.

## Enrollment

Enrollment at Chemeketa in the Fall 2015 Term was down four percent and Summer 2015 Term enrollment was down nine percent from the previous year. This downward trend is similar to but much less severe than that experienced by many other Oregon community colleges during the same period. The trend, which has continued over the last two years, reflects the economic changes currently occurring in Oregon; the economy has shown a gradual recovery resulting in more available jobs. In such situations, more individuals usually enter the workforce and fewer attend college. It is anticipated that, with the gradually improving economy, Oregon community colleges will experience a more stable enrollment in the coming years.

In the fall of 2015, Chemeketa achieved a significant milestone. With an enrollment of 25% Hispanic/Latino degree/certificate-seeking students enrolled in credit-bearing classes, the college achieved the first step of federal qualification as a Hispanic-serving institution. If this percentage is maintained or exceeded for three consecutive years, the college will be eligible to apply for federal grants to support underrepresented populations. Chemeketa is the only college in Oregon to have such a high percentage of Hispanic/Latino students in credit classes.

## State Education Environment

In 2015, the Oregon legislature approved a $10 million "Oregon Promise" bill to provide free community college tuition in 2016–17 for students graduating from high school or completing a GED in 2016, and registering at a community college within six months following graduation or GED completion. Oregon Promise grants will offset tuition costs after state and federal grants are applied. The impact on Chemeketa is not yet known. However, over seven thousand students have already applied for this program across the state, and projections are that Chemeketa will have increased enrollment directly from high schools in the service area. One area of concern is the increased need for academic support for students who have a high school GPA of 2.5 or higher - a requirement for Oregon Promise high school graduate applicants. Additional funding is being considered by the state for this purpose. Chemeketa is committed to working with local high schools to support students and parents in navigating the Oregon Promise.

## Developmental Education Redesign

Along with many other Oregon community colleges, over the past two years Chemeketa has been actively engaged in developmental education redesign, as described in the Oregon Community College Association Digest, Oct. 2015. In October 2015, teams representing all 17 community colleges were invited by the Office of Community Colleges and Workforce Development to attend the first of three in-person meetings regarding placement and assessment policies and practices in Oregon community

colleges. The teams gathered to discuss possible revisions and redesign in developmental education to respond to those policies.

Over the last two years, Chemeketa's Academic Development Department has been engaged in improvements to developmental education, English for speakers of other languages (ESOL) and adult basic skills education (ABS) and high school equivalency. This work includes 1) investigating research-based best practices, 2) determining which research is most applicable to the department practitioners and vision, and 3) modifying offerings to implement those practices that resonate and fit with the team and college's core themes and objectives. Each program has made significant efforts to implement improved approaches and evaluation tools. Some of the most significant changes include:

- implementation of an alternative placement tool
- placement test skills review sessions online
- addition of an advising coach to assist students in placement test options
- study skills consulting embedded in program content
- linking of study skills for math with the lowest level math course
- program development of accelerated options for sub-100 level reading and writing courses
- a contextualized GED cohort model that simultaneously prepares students for GED attainment and work
- tuition-free developmental-level college course options for GED and ESOL students to encourage transition into college.

Collaboration between faculty in developmental education and career and technical education (CTE) has increased, as has the integration of reading and writing coursework for students in career and technical education programs. Legislative changes at the federal level are changing how we partner and collaborate in the community and deliver coursework. The changes are also driving the development of new, contextualized cohorts that lead to GED attainment as well as employment in the community.

Program Outcomes for Developmental Education include:

1) Fewer students enroll in sub-100 level reading and writing courses through improvement of placement practices.
2) Developmental education students spend less time in sub-100 level courses through accelerated models and contextualized instruction within programs.
3) ESOL and ABS students enroll in developmental-level college courses while also receiving support from faculty in their entry area.
4) Transition to college and work for developmental level students is increased.

Future projects identified in the 2015-16 Academic Development Department Budget Narrative include:

- Transition advising by developmental education faculty to assist in transitioning students to college enrollment.
- Expansion of the study skills consulting model to integrate study skills into general education and additional CTE programs as support for students as they enter academic programs.

## Textbook Cost Reduction Efforts

Chemeketa's college community is very aware that the high cost of textbooks can be a major impediment to students in accessing a college education. For the last several years, the college's

bookstore has worked diligently to keep down the rising cost of textbooks and expand the number of textbooks that students can rent versus purchase. Over the last year, a new effort was launched: a small publishing effort coordinated by the college itself. Initiated by an English program faculty member, the Chemeketa Press has published a number of college textbooks created by Chemeketa faculty using Open Educational Resources source material offered to students at a fraction of the cost of outside publishers. This action has saved many students hundreds of dollars each and enabled them to take and complete courses they might not otherwise be able to.

## Chemeketa Scholars

The Chemeketa Scholars program was implemented in the fall of 2008 as one of the 2008–09 Student Success and Retention initiatives in order to attract more academically high-achieving students directly from high school. At that time, Chemeketa had relatively low numbers of this demographic enrolled as full-time students. In September 2008, the first term of the Chemeketa Scholars program, 237 of these students enrolled full-time at Chemeketa. The program offers a full-tuition scholarship for up to two years for students who meet and maintain eligibility requirements, including a minimum high school cumulative grade point average of 3.5 or higher and minimum placement test scores. The Chemeketa Scholars program provides for these students an academically rigorous program with leadership and service learning opportunities. The program continues to grow; since its inception, 2580 students have participated and enrolled at Chemeketa with 407 new scholars enrolled in Fall Term 2015.

## Bilingual Education Program

In 2015, the Woodburn Center expanded its collaborative efforts with Pacific University to establish a new Bilingual Education degree program in partnership with the Woodburn School District and Chemeketa's High School Programs. This two-year program is focused on training future bilingual teachers. This program responds to a shortage of bilingual teachers in Oregon. The shortage of minority teachers is particularly acute in our region of service.

Students admitted to the program must demonstrate written and oral proficiency in Spanish, equivalent to Spanish for fluent speakers. The classes are taught bilingually, and focus on bilingual instruction. Upon successfully completing the program's 90 credits, students will earn an Associate of Arts Oregon Transfer Degree (AAOT), and they will have fulfilled the core requirements for continuing to bachelor's degrees at Western Oregon University or Pacific University.

## High School Partnerships

Responding to a priority of the Oregon legislature in 2015, Chemeketa significantly expanded community collaborations to support high school students' entry into college. College Credit Now (CCN), a program through which high school students can simultaneously earn high school and college credit, expanded its course offerings and collaborations with high schools in the college's service district. Over 3800 CCN students were enrolled in English and humanities classes during the last year; their numbers comprise 20% of the college's English and Humanities department. Most of the college's programs now have CCN articulations.

Chemeketa has also expanded its CTE high school partnerships. Representatives from Chemeketa's upper administration serve on advisory committees for CTE initiatives in local high schools. A Basic Health Care certificate offered through Chemeketa was recently approved by the state; all courses can be completed

through College Credit Now. A particular CTE growth area is in robotics. Chemeketa is remodeling one of its buildings to house robotics labs to enable high school students in the high school completion program to enroll directly in robotics courses in a fifth year; thus earning both high school and college credit.

## b) Response to topics previously requested by the Commission (i.e., Addenda)

**Recommendations Regarding 2015 Year Seven Self-Evaluation Report**

*Recommendation No. 1:*

*The evaluation committee recommends that Chemeketa Community College review their indicators and their definition of mission fulfillment to ensure that:*

> *a. The measurements associated with the indicators provide information that can be used to make programmatic and budgetary decisions. (Standard 1.B.2)*

> *b. The definition of mission fulfillment maps clearly to the indicators and their associated measures. (Standard 1.A.1)*

Response to Recommendation

The completion of Chemeketa's seven-year accreditation cycle in the spring of 2015 and preparation for this Year One Report presented the college with an opportunity to review and revisit not just its indicators and definition of mission fulfillment, but the college's purpose and direction as a whole. The development of the Year Seven Self-Evaluation Report and the follow-up report by the evaluation committee provided much valuable information on college's operations and processes, as well as areas for continuous improvement. In the summer of 2015 Chemeketa's Executive Team, led by President Julie Huckestein, began a full review of the college's mission, vision, values, and core themes. After input from many stakeholders (the college's board, administrative team, and the college community at large), the college adopted a new mission and vision statement, a revised set of key college values, and new core themes. The college's new core themes (Academic Quality, Access, Community Collaborations, and Student Success) focus more on the services that the college delivers rather than on the specific groups that it serves.

A subgroup of the college leadership then turned its attention to developing new core theme objectives, key performance indicators, measures, and intended outcomes that will provide data more useful for programmatic and budgetary decisions. These key performance indicators were also selected to provide data regarding prioritized areas where the college's commitment will require focus and resources. Finally, the subgroup selected indicators; corresponding measures now under development will yield data that maps clearly to the college's definition of mission fulfillment.

Chemeketa's Executive Team presented the draft documents for comment to the college's Board of Education, several administrative groups, and at several college forums in the fall of 2015. The documents were revised as needed, and adopted by the college and its board. Thus, the review of these documents by several audiences reflects attention to best practices as well as the unique aspects of the college itself.

In the above described process, careful attention was given to the college's definition of mission fulfillment. That definition was slightly revised to be: **Chemeketa defines mission fulfillment as the meeting or exceeding of acceptable thresholds for the outcomes of its core themes.** Data collected

from the measures associated with each objective will provide the information as to whether Chemeketa has met acceptable thresholds and fulfilled its mission.

Chemeketa's approach to acceptable thresholds is detailed under Standard 1.A in this report. The college continues to view and assess mission fulfillment through the lens of progress on the objectives for each core theme. This progress is determined through selected key performance indicators with corresponding measures. For example, one of the measures associated with the continuous improvement indicator for the core theme of Academic Quality will track and report on the number of program reviews conducted annually at the college. Chemeketa's Strategic Plan has been fully re-mapped to the new core themes, objectives, and key performance indicators. The Master Academic Plan (MAP) is in the process of being revised to also reflect the new core themes, objectives, and key performance indicators. Finally, Chemeketa's budget process has been reorganized to reflect priorities by core theme.

More information on the planned measures connected with each indicator for each core theme is found in the following section on mission, vision, and core themes. The results from these measures will be used to make programmatic and budgetary decisions; thus, decisions will be data-driven. The results from the measurements will help the college identify areas of success, concern and need for improvement. It should be noted that some of the college's measures will change over time as the college's investments change, although the indicators and objectives will remain constant.

Summarily, we believe that the objectives, key performance indicators and planned associated measures (with intended outcomes) for our new core themes clearly map to the college's definition of mission fulfillment. The indicators and planned associated measures were selected to allow for determination of progress on the core theme objectives. They were also derived from the college's own unique experience as well as the experience of institutions with similar core themes. Assessment of progress on these objectives will occur annually throughout the seven-year accreditation cycle within and across the core themes. This data will be gathered by the Office of Institutional Research and disseminated for use in determining effectiveness and areas for improvement.

*Recommendation No. 2*

The evaluation committee recommends that Chemeketa Community College ensures that it have published program outcomes and that the assessment of program and general education outcomes accurately and adequately reflects student learning. (Standards 2.C.1, 2.C.2, 2.C.3, 2.C.9, 2.C.10).

Response to Recommendation

The above recommendation addresses both the publishing and the assessment of program outcomes. The following paragraphs will address these topics separately.

**Published Outcomes.** Chemeketa publishes program outcomes information in three formats: the college catalog, its public website, and course outlines for all courses. Prior to receiving the recommendation, the college published program outcomes primarily through the college catalog. The description for each career technical education program (CTE) in that document included a listing of that program's outcomes; the description for each general education program (referred to as 'general education disciplines' at Chemeketa) was followed by a reference to Oregon's statewide general education outcomes, listed in one place in the catalog.

Since receiving the recommendation, Chemeketa has made several changes in each of the three published formats to make program outcomes more visible:

- **In the 2015–16 college catalog** (print and online versions), general education discipline descriptions specifically note "for discipline outcomes, see General Education Outcomes beginning on Page 48 (or 49)". On these pages the reader will find the statewide general education outcomes for the following subject areas:
  - Arts and Letters
  - Mathematics
  - Science or Computer Science
  - Social Science
  - Speech/Oral Communication
  - Writing
  - Cultural Literacy
  - Information Literacy.

These outcomes have been published in the catalog for several years, but the revised format in the 2015-2016 catalog ties Chemeketa's general education disciplines more directly to these statewide general education outcomes. The difference in presentation of program outcomes for CTE programs versus general education disciplines is due to the fact that Oregon general education disciplines are guided by state-level outcomes. Oregon community colleges are given the discretion to identify the state-level general education outcomes appropriate to their general education disciplines and embed assessment of those outcomes within a course or series of courses.

- Although program outcomes are not defined by the state for developmental education, developmental education learning outcomes have been established through the Office of Community College and Workforce Development and embraced by colleges statewide. Assessment data has been collected at Chemeketa over the last ten years for these outcomes, and a clear mechanism for reporting data in college planning documents is well developed. However, these outcomes have not previously been listed in the college catalog. These outcomes are now published on the college website and will be listed in the 2016–2017 catalog.

- On the college's public website, a reader who clicks on "Programs" on the main page can find more information about program outcomes through: 1) a link to the "Learning Outcomes" page that lists the general education outcomes, 2) a link to the Developmental Education outcomes, and 3) directions to look at CTE pages to find individual CTE program outcomes. Visitors to the college's web site can also search "outcomes" on the main page and be directed to the "Learning Outcomes" page.

- Program outcomes are also now required on course outlines for all credit-bearing courses. Course outlines exist for each of the college's credit and noncredit-bearing courses. They are used by both faculty (as guides for syllabus development) and students (as evidence of course content in transfer situations). Course outlines are also submitted to the Department of Community Colleges and Workforce Development on behalf of the Higher Education Coordinating Commission.

**Assessment of Program and General Education Outcomes.** The evaluation report on Chemeketa's Year Seven Report noted that it was unclear whether the statewide general education outcomes were assessed at the program level and whether these statewide outcomes could be assessed at all. "Program

outcomes, their articulation, their assessment, and the systematic documentation of those assessments' results became a primary continuous improvement focus for Chemeketa in 2015–16, subsequent to receiving the committee's evaluation report. Teams throughout the college are working to move the institution forward in improving outcomes and assessment systems and processes.

One area of focus has been to determine the nature, purpose, and use of Oregon's statewide outcomes. The historical background to these statewide outcomes for general education does indicate that, although referred to as "outcomes", they were not developed for the purpose of assessment. The 2009 Joint Boards of Education document establishing the statewide outcomes does not address assessment. Additionally, the team that worked on the Writing outcomes for that document explained in an addendum that their proposed outcomes (Appendix B) were not intended for assessment and were to function as guidelines. General education disciplines at Chemeketa often interpret these general outcomes at the discipline level by creating discipline-specific program outcomes that serve to address their associated statewide general education outcomes. These outcomes are then assessed, through selected gateway or capstone courses, to reflect student learning and progress toward or achievement of those outcomes.

Since receiving the accreditation team's recommendation, Chemeketa has taken several steps to improve the assessment and documentation of assessment, of program outcomes:

- In the summer of 2015, all general education disciplines were asked to report key courses that addressed the achievement of general education outcomes, either directly or through discipline-specific outcomes developed by disciplines. The methods used to assess achievement of those outcomes were also to be listed. In prior years, this information was listed on unit plans, but the results were spotty at best. A new reporting process has been developed, as well as documentation of all courses where program learning outcomes are embedded in General Education. A spreadsheet that lists detailed information on those courses that are assessed regarding the achievement of or progress on General Education statewide outcomes is found in Appendix C. On the basis of that information, course outlines are being reviewed so that, for the courses listed on the spreadsheet, the outcome being assessed and the method of assessment that is listed on the spreadsheet matches the information on the course outline.

- All CTE programs were also to list their respective program outcomes and how they were being assessed as well. For all CTE programs, outcomes and assessment methods have been reported; accurate assessment results for 1-5 years are also listed in Appendix D.

- Although not mandated by the state or outside accrediting bodies, Developmental Education programs have developed program learning outcomes with assessments embedded in identified courses. This information is found on the spreadsheet in Appendix E.

- The college is in the process of revising course outlines so that all course outlines for courses that assess student achievement of program-level outcomes contain information about the assessment process. If the course assesses student achievement of general education outcomes or associated program outcomes, the course outline either must describe the method of assessment or refer the reader to the program chair for that information.

- Over the summer of 2015, a team comprised of the executive dean of Academic Progress and Regional Education Services, the dean of the Teaching and Learning Department, and the manager of the Planning and Lean Development Department worked to develop more effective outcome assessment reports. Using an approach pioneered by the Social Science department, simple survey and reporting documents were developed that enabled each instructor to easily report assessment results. These results could then easily be collected by the college's Lean office in conjunction with the Office of Institutional Research. This effort was broadened so that, effective in 2015-16, all instructional departments are expected to report quarterly their program outcomes assessment data. This data is to be reviewed quarterly by the program and the department, and used both in the annual program planning report and in the development of annual budget requests (Appendix F). The following graphic outlining the change was presented by the Lean Department at a meeting of Deans, Directors, and Program Chairs in the spring of 2015.
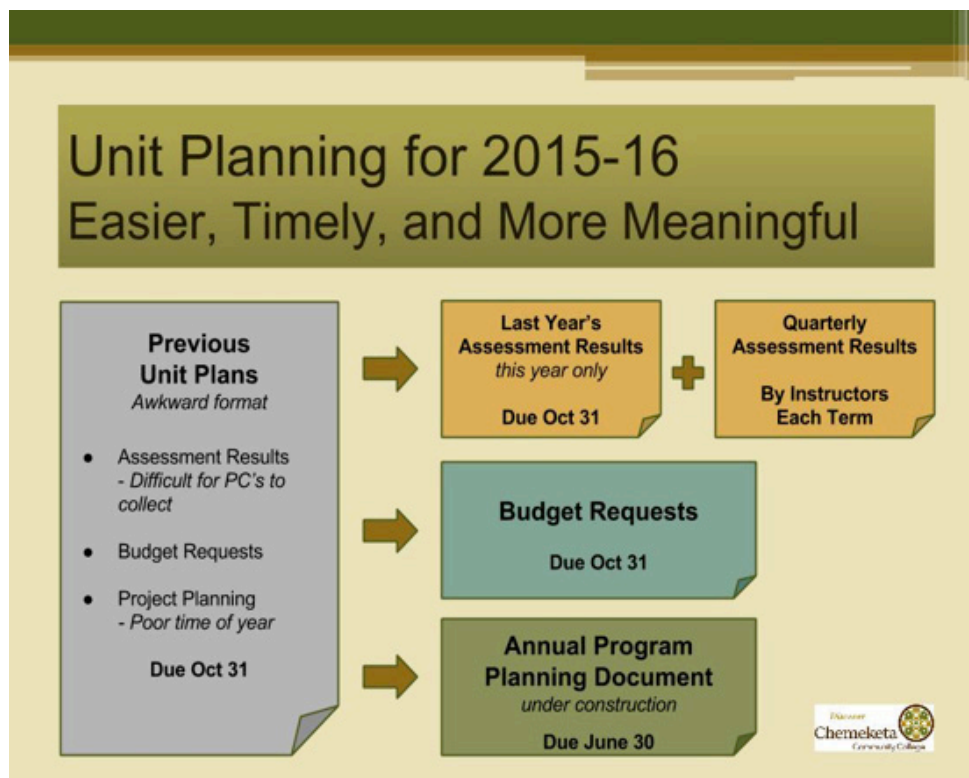
- Faculty in many programs annually review current assessment methods and scoring rubrics to upgrade assessment quality. In 2014, Chemeketa joined many other Oregon colleges and universities in a national learning assessment initiative sponsored by the American Association of Colleges and Universities - the Multi-state Collaborative (MSC). The initiative is designed to provide meaningful evidence about how well students are achieving essential learning outcomes in general education, determined through extensive research and discussions in both the business and higher education sectors. The outcomes focus on:
  - knowledge of human cultures and the physical and natural world
  - intellectual and practical skills
  - personal and social responsibility
  - integrative and applied learning.

As described on the MSC website, "the project is piloting the use of common rubrics applied by teams of faculty to students' authentic college work—including such things as projects, papers, and research. The MSC is designed to produce valid data summarizing faculty judgments of students' own work, and also seeks to aggregate results in a way that allows for benchmarking across institutions and states. The primary goal of the initiative is to provide assessment data that will allow faculty and institution leaders to assess—and improve—the levels of student achievement on a set of cross-cutting outcomes important for all disciplines." Three performance levels - benchmark, milestone, and capstone - enable faculty to chronologically document student achievement of the outcomes at particular points along the continuum of student studies. Two key faculty members at Chemeketa have led the effort to train their colleagues in the essential learning outcomes and the use of the VALUES (common) rubrics to measure their achievement. The tentative goal is to eventually set the VALUES rubrics as the rubrics to be used across all social science disciplines.

- Many noteworthy and exemplary learning outcomes assessment processes are in use across the college. The challenge has been to identify and document these processes and arrive at a common understanding of the purpose of learning outcomes assessment and consistency as to how it will be accomplished. That challenge is now being comprehensively addressed. Appendices C through E present spreadsheets that detail assessment methods used in key courses in general education, career and technical education, and developmental education to determine student progress on or achievement of learning outcomes. Thus, the college is now requiring much more extensive documentation of the assessment of student learning outcomes achievement. Further actions will focus on both the refinement of assessment data collection methods and regular program review of the assessment methods themselves, as to validity, reliability, and appropriateness.
- Each program and service area completes a program review every five years. The review report must contain the unit's instructional and/or service outcomes and analysis of progress on achievement of those outcomes. Completed program review reports are available on the college's internal website.

A central purpose for ensuring assessments accurately and adequately reflect student learning is to identify areas for continuous improvement. Since receiving this recommendation regarding assessment of outcomes, Chemeketa has also increased its efforts to promote reflection on assessment practices and results, and focus on continuous improvement to improve student learning. That focus played a major role in the selection of Academic Quality as one of Chemeketa's new core themes. As detailed in Section 1.B, continuous improvement is a key performance indicator for the Academic Quality core theme. Associated measures, such as program review, will focus on college processes that support continuous

improvement. As part of the program review process, each program creates an assessment plan or updates its existing plan. The plan contains the program's outcomes, a description as to how those outcomes are assessed, and a timeline for continuous improvement projects related to the program's outcomes and assessment practices.

A second process that will focus on continuous improvement to support student learning is the college's new program-level planning and reporting process (Appendix F). Programs are now required to report quarterly student learning outcomes assessment data (Appendix G) and to use that information in program planning documents to formulate program goals for continuous improvement.

# Mission, Core Themes, and Expectations

## Executive Summary of Eligibility Requirements 2 and 3:

### 2. Authority

*The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.*

Chemeketa Community College is authorized by the State of Oregon to operate and award degrees as a higher education institution. The Higher Education Coordinating Commission establishes educational policies and standards for Oregon's 17 community colleges, including Chemeketa. Chemeketa is locally governed by a seven-member College Board of Education comprised of non-paid, elected residents from the established geographic zones in the college's district.

### 3. Mission and Core Themes

*The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.*

Chemeketa operates under its mission:

***Chemeketa provides opportunities for students to explore, learn, and succeed through quality educational experiences and workforce training.***

The mission statement has been approved and adopted by its Board of Education. Chemeketa's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees and certificates. Chemeketa's core themes, revised in 2015, are clearly defined, are appropriate to a degree-granting institution of higher education, and have been adopted by its Board of Education. The revised core themes individually manifest essential elements of the college's mission and collectively encompass it. Core theme objectives, each with assessable key performance indicators, provide Chemeketa's stakeholders with critical information regarding progress toward mission fulfillment. The institution devotes all its resources to support its educational mission and core themes.

## Standard 1.A Mission

**Introduction**

The completion of Chemeketa's seven-year accreditation process in Winter 2015 prompted the college to revisit the language that guides the college's work. The process began in the summer of 2015 when President Julie Huckestein invited faculty member Kris Powers to facilitate conversations with Executive Team (ET) on the college's mission, vision, values statements, and core themes. In a retreat, the Executive Team conducted a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, looking at where the college has been and where it is going. The group began with the college's mission and determined the key focus of the college's work, concluding that the mission, vision, and values statements as well as its core themes needed to address the work the college does both today and in the future. The team considered the college's vision and charted its ideal future. From there, ET generated values that are the foundation of how we work together as a college to achieve our mission. Finally, the team identified the core themes that manifested the essential elements of the mission, considering the evolution of the institution, our student population, and the focus of our work.

As a result of these efforts, Executive Team drafted and reviewed statements for each of these four core theme areas over the summer of 2015. Feedback was collected from the Chemeketa Board, the President's Advisory Council (PAC), and governance group leadership, and through forums open to all staff during the summer and fall of 2015. Many revisions were made along the way that reflected that input. As a result of college-wide participation, much better products were developed. The Board approved the new mission, vision, and values statements and the core themes at its November 18 meeting. The revised statements have been advertised through many college channels.

**Mission Statement**

***Chemeketa offers opportunities for students to explore, learn, and succeed through quality educational experiences and workforce training.***

The college's previous mission statement referred to transforming the individual. The revised mission statement reflects the belief that an institution cannot transform an individual; that task is ultimately up to the individual. The institution's role is to provide the opportunities for individuals to do so. By offering opportunities to explore, the college supports students in creating and following their own pathways. Providing opportunities to learn is, of course, the central purpose of the college. Beyond that, the college also recognizes the importance of student success in reaching personal, academic, and career goals.

The new mission clearly articulates the college's purpose and is consistent with the State of Oregon's purpose for community college:

*(1) The community college is an educational institution which is intended to fill the institutional gap in education by offering broad, comprehensive programs in academic as well as professional technical subjects. It is primarily designed to provide associate or certificate degree programs for some, serve a transitional purpose for others who will continue baccalaureate or other college work, provide the ability to enter the workforce immediately and serve to determine future educational needs for other students. (http:handbook.ccwdwebforms.net/handbook).*

Chemeketa's new mission statement also acknowledges the partnership between the college, the individual, and community groups to achieve results. It is in keeping with Chemeketa's collaborative culture.

**Vision**

***Chemeketa will be a catalyst for individuals, businesses, and communities to excel in diverse and changing environments.***

Chemeketa's vision statement was revised after careful consideration of the college's current work. The vision statement aligns with the college's mission in that it recognizes the importance of its role as a catalyst in the development and growth of individuals, businesses, and communities.

**Values**

The college's list of values was revised to address how the college community works together and with its partners and plans to work in the future. They also directly align with the college's mission and vision. The college's values reflect the manner in which we carry out our work, our desired culture and beliefs.

- ***Collaboration*** *We collaborate to ensure purposeful, effective programs and services that support all students. We welcome diverse perspectives and encourage the free exchange of ideas.*

- ***Diversity*** *We are a college community enriched by the diversity of our students, staff, and community members. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.*

- ***Equity*** *We promote a just and inclusive environment in which all individuals receive equitable support to reach their full potential. We do this through fair treatment, access, opportunity, and advancement for all, aiming to identify and eliminate barriers that have prevented the full participation of some groups.*

- ***Innovation*** *We innovate through reflection, analysis, and creativity. We design quality instruction, programs, and services to prepare students to meet the changing needs of our communities in a global society.*

- ***Stewardship*** *We act with personal and institutional accountability for the responsible use of environmental, financial, and human resources to meet the needs of current students without compromising the needs of future generations of students.*

**Core Themes**

Chemeketa's revised core themes emerged from its mission, vision, and values. They reflect a move by the college toward more forward and holistic thinking about what the college does now and its plans for the future. In previous years, Chemeketa's core themes reflected enrollment groups such as Transfer Studies, Career and Technical Education, or Developmental Education students. Although the college continues to measure the achievement of these groups both collectively and individually, a shift in emphasis to core themes that engage the entire college better supports college priorities. The core themes, listed below, capture the college's priorities in carrying out its mission.

- ***Academic Quality*** *Quality programs, instruction, and support services are provided to students.*

- ***Access*** *A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.*

- ***Community Collaborations*** *Instruction, training, and workforce development are provided through collaboration with education partners, businesses, and community groups.*

- ***Student Success*** *Students' progress and complete their educational goals.*

Objectives, key performance indicators, and intended outcomes were developed for each of the core themes by the Year One Report task force in consultation with the Executive Team. The college's Strategic Plan and Master Academic Plan were reviewed to identify objectives that were important, measurable, and reflective of the college's work. Proposed measures and intended outcomes for the core themes are still under discussion and will be solidified throughout the winter of 2016. Measures for key performance indicators for each of the core themes will be sent to those college leaders most affected by them for their input prior to final adoption.

The process of developing these measures involves attention to college priorities, the success of measures used in the past, a recognition of the college's current operations and objectives, and a realization that the college operates in a constantly changing environment. As a result, some measures may correspondingly need to change over the seven-year accreditation cycle to reflect that dynamic. The proposed indicators focus on college priorities, but measuring their achievement will be challenging, e.g., underrepresented student population achievement levels, hiring a diverse workforce. Specific measures are under development. Core theme teams will regularly monitor how the college is addressing the core themes institution-wide.

## Acceptable Thresholds and Mission Fulfillment

Each of Chemeketa's core themes is further defined by objectives, with associated key performance indicators. We will gauge progress toward these objectives using specific measures with intended outcomes to be attained by the end of the accreditation cycle.

Chemeketa defines **"acceptable threshold"** as the achievement or substantial achievement of the outcomes for each core theme at the end of the accreditation cycle. If 75% of the intended outcomes have been achieved, acceptable thresholds of mission fulfillment have been reached for the core theme. Thus, Chemeketa defines *mission fulfillment as achievement of acceptable thresholds for its core themes*.

Over the seven-year self-study cycle, annual data will be reviewed for each objective and progress toward Intended Outcomes will be assessed. Strategic initiatives to support attainment (or achievement) of those outcomes have been established and resources will be allocated to support outcome achievement. The college's Strategic and Master Academic plans will serve as vehicles for improvement across core theme areas.

### Core Theme Objectives and Indicators

The college views and assesses mission fulfillment through the lens of progress on the objectives for each core theme. Progress is determined from data on selected institution-level key performance indicators of achievement that can be measured and assessed. These indicators reflect the intent of the objectives as well as accountability measures reported to a wide range of constituents, including the State of Oregon, the Federal Government, and grant funders. Since adopting the new core themes, the college has been working to select appropriate measures for the key performance indicators to report on the accomplishment of core theme objectives in a meaningful, assessable, and verifiable way, as indicated by NWCCU guidelines. Synopses of these measures are presented on the following pages. This is work in progress; measures will continue to be discussed and modified in a thoughtful process during the coming year. Each measure will link to an expected level of institutional performance or intended outcome.

Chemeketa has a strong basis of high-quality service to the people in its service district. The objectives, indicators, and intended outcomes have all been designed to help the college collect the right data to take action to engage in continuous improvement. Our core theme objectives, indicators, and intended outcomes comprise a focused data collection and analysis system that helps us determine our level of mission fulfillment and make informed decisions about where to invest our time and resources in order to achieve our mission.

# Standard 1.B Core Themes

## Core Themes, Objectives, and Measures

Chemeketa revised its mission and core themes in Summer and Fall 2015, as described above. In contrast to Chemeketa's previous core themes, which focused on different student populations, the new core themes are true themes that are applicable across the college, and capable of being pursued by all of the college's programs and services. For each core theme, the college has developed objectives, key performance indicators and plans for measuring achievement of those objectives. Below appear extended descriptions and rationale of these elements.

Assessing the level of mission fulfillment requires determining the degree to which these core theme objectives have been met. That determination requires the development of specific measures with both annual targets and intended outcomes for the entire accreditation cycle. Specific measure development requires careful crafting and thoughtful discussion amongst those who will be charged with responding to them. This process is now underway at Chemeketa, with several proposed measures in the final stages of discussion and review. Simultaneous to this process, the Lean Department has developed a document, entitled the Mission Fulfillment Status Update that will clearly illustrate, by measure, Chemeketa's progress toward achievement of each intended outcome and, ultimately, mission fulfillment (Appendix H). The information presented will include the intended outcome, yearly results regarding that outcome, and whether the college is on pace, by measure, objective, and core theme, to meet intended outcomes.

## *Core Theme: Academic Quality*

**Brief description of the Core Theme:** Quality programs, instruction, and support services are provided to students.

**Rationale for the Core Theme**

The striving for excellence through continuous improvement efforts is a theme found across the college. A high level of academic quality at Chemeketa is the result of such efforts. We have this responsibility to our students—to provide them with the best educational experience possible at Chemeketa. Levels of quality can be measured in what an institution offers, its operations, facilities, services, but most of all, its people and the services they deliver. Information on levels of quality can be gathered through monitoring of operations and processes, review of services against recognized standards of quality, analysis of the quality of its workforce and opportunities for workforce professional development, and satisfaction surveys of the audiences the college serves: its students and the community. The table below lists the objectives, key performance indicators, planned measures, and intended outcomes for this core theme.

**Academic Quality Objectives, Indicators, and Measures**

Academic quality at Chemeketa is determined by a number of factors, including the quality of academic programs and services, student and client satisfaction, and the quality of the college's learning environment and workforce. It is thus assessed by examining institutional performance regarding these activities.

**Academic Quality Objective A**

Programs and service areas participate in regular continuous improvement processes to ensure high quality

**Key Performance Indicator:** Continuous Improvement

**Measures and Rationale**

Continuous improvement is an ongoing activity that depends upon systematic inquiry into the state of things are they are and exploration of how they might be improved. These measurements will assess the use and employment of such processes at the college. One such process, for example, is program review, which effectively allows programs to describe and evaluate their structures, offerings, processes, student learning outcomes, and the assessment of those outcomes, as well as their plans for continuous improvement.

**Academic Quality Objective B**

Students and business clients are satisfied with their educational experiences.

**Key Performance Indicator:** Student Satisfaction

**Measures and Rationale**

Chemeketa sees user satisfaction as a component of academic quality. Users express satisfaction when their needs have been met. Surveys are a key tool in determining the satisfaction level of both students and business clients regarding the services they have received from the college. In the past, Chemeketa has used the Community College Survey of Student Engagement (CCSSE) to gather student satisfaction information, but has concluded, along with other colleges in the state, that validity and generalizability issues exist with this data. Instead, Chemeketa will use several measures to determine these satisfaction levels, including student course feedback surveys and business client satisfaction surveys. Over time, a statewide consortium of colleges is planning to develop its own version of the CCSSE.

**Academic Quality Objective C**

Facilities with up-to-date technology and equipment create an enriched learning environment

**Key Performance Indicator:** Instructional Environment

**Measures and Rationale**

The nature of the physical environment of the classroom as well as the availability of up-to-date technology play significant roles in creating an enriched learning environment, an important aspect of academic quality. Strange and Banning (2001) have described the importance of student-friendly and learning-supportive campus environments for enhanced student learning. These environments should include classrooms with technology and equipment that are student-accessible and support student interaction. Chemeketa will develop measures to assess its progress in developing and maintaining facilities that foster effective learning.

**Academic Quality Objective D**

Courses and programs align with academic and industry standards

**Key Performance Indicator:** Instructional Standards

**Measures and Rationale**

Instructional standards are key tools in both assessing quality and in determining whether instructional content is responding to learner as well as community needs. To measure this alignment, Chemeketa will use internal and external tools: its rigorous course review process and the satisfaction rate of its advisory committees that graduating students have the technical skills for success at entry level positions.

**Academic Quality Objective E**

The college hires a diverse and well-qualified workforce and invests in professional development and training

**Key Performance Indicator:** Qualified Workforce

**Measures and Rationale**

A diverse and well-qualified workforce offers a range of perspectives as well as a high level of instructional and student support services; the result is a rich learning environment. Additionally, significant research (Strange and Banning, 2001) has indicated that students feel more welcome and supported if their college environment is more reflective of the student and community population. For this objective, Chemeketa will measure the diversity of its workforce and the qualifications of its faculty, as well as the extent to which the college offers opportunities for professional development.

## *Core Theme: Access*

**Brief description of the Core Theme:** A broad range of educational opportunities and workforce training are provided to students in pursuit of their goals.

**Rationale for Core Theme**

Access is at the heart of Chemeketa's work; it is reflected in the college's mission statement, which describes the college's main purpose as providing educational opportunities to the members of its service district. Access can be defined in many ways; it refers to not only the existence of educational opportunities, but also to their affordability, locations, and modalities.

**Access Objectives, Indicators, and Measures**

As indicated in the Institutional Overview, the population Chemeketa serves is highly diverse, demographically, geographically, and by levels of educational attainment. Assessing the college's performance regarding access must thus address a range of factors, including course options, the locations and modalities in which they are offered, affordability, special programs encouraging access, and potential for degree or certificate completion or transferability. Chemeketa's measures regarding Access will assess the college's performance in a range of these areas against intended outcomes.

**Access Objective A**

Students have access to skill-building courses to enter college-level courses or to join the workforce

**Key Performance Indicator:** Academic Skill Development

**Measures and Rationale**

Like many other community colleges, Chemeketa serves a large and growing number of students who need access to basic skill-building and pre-college courses that will enable them to successfully transition into college, to the workforce, and to four-year institutions. Measures for this objective will assess the college's performance in providing a range of basic skills development course options in a number of modalities and locations and in later transitions to college or the workforce.

**Access Objective B**

Students have access to courses leading to degree completion

**Key Performance Indicator:** Course Access for Degree Completion

**Measures and Rationale**

Access includes the opportunity to enroll in courses leading to degree or certificate completion. Chemeketa will use measures that assess the number of transfer degrees or certificates it offers through a variety of modalities and locations.

**Access Objective C**

College initiatives limit costs of attending college

**Key Performance Indicator:** Cost of Education

**Measures and Rationale**

Research shows that cost is a major factor in limiting both entry into college and continuing enrollment. Chemeketa will use measures that assess the institution's performance in a variety of programs and initiatives that are designed to reduce college costs for students.

## *Core Theme: Community Collaborations*

**Brief description of the Core Theme:** Instruction, training, and workforce development are provided through collaboration with education partners, businesses, and community groups.

**Rationale for the Core Theme**

Through a myriad of collaborative efforts, Chemeketa works to support individuals as well as businesses and community groups in achieving their educational or training goals by means of extensive, thoughtful collaboration. These goals may include degrees, transfer to four-year institutions, certificates, skill-building, and/or personal and professional growth. These partnerships that staff and faculty develop and participate in throughout the district's communities and beyond allow Chemeketa to offer opportunities that are relevant and necessary to the local population and economy.

**Community Collaborations Outcomes, Indicators, and Measures**

Acceptable thresholds of mission fulfillment in this core theme are indicated through the extent to which the college engages in community collaboration activities. The college collaborates in numerous ways with local high schools and other educational institutions to both enroll students in college at Chemeketa and support transfer to other educational institutions. Through its Center for Business and Industry (CCBI), Chemeketa provides guidance to businesses, organizations, groups, and individuals, and offers consulting services. CCBI routinely surveys the individuals and businesses it serves to assess the impact of its services. Respondents directly tie these services back to business development, enhanced employee skills, and job creation. Community leaders help to shape college program development and quality: 1) leaders in business and industry actively participate in advisory committees for Chemeketa career and technical programs and 2) program reviews for all programs require the input of at least one individual from outside the college to comment on the quality of program and the program's review document.

**Community Collaborations Objective A**

Collaborations with other educational institutions encourage college enrollment and workforce development

**Key Performance Indicator:** Educational Partnerships

**Measures and Rationale**

Chemeketa collaborates both directly with high schools in its service district, and on a local, state, regional, and national basis through the service of its administrators and faculty on boards and committees. The work undertaken in both of these areas is fundamental to the college's success in responding to community needs, educating its constituents, and developing the workforce. Chemeketa's measures will assess the college's performance in providing dual credit courses in the high schools within its service district and in serving on local, state, regional, and national boards and committees.

**Community Collaborations Objective B**

Workforce training, educational programs, business consultations enhance economic development

**Key Performance Indicator:** Workforce Partnerships

**Measures and Rationale**

An important function of the college's mission is to provide support to the area's employers and employees to build skills and capacity. The college's measures for this objective will assess its performance regarding the provision of consultations, programs, and training, satisfaction levels of those who receive these services, and the new sales and jobs created as a result of these services.

**Community Collaborations Objective C**

Community leaders, business and industry professionals, in collaboration with college staff, shape program development and quality

**Key Performance Indicator:** Community Partnerships

**Measures and Rationale**

Chemeketa collaborates extensively with community and statewide leaders, and business and industry professionals to develop new programs and improve the quality of existing ones. Advisory committees and community forums have long been regular vehicles for community collaboration. In recent years, external reviewers have also provided valuable input to programs during the program review process. To assess institutional performance regarding this objective, Chemeketa will measure the frequency of these various activities.

## *Core Theme: Student Success*

**Brief description of the Core Theme:** Students progress and complete their educational goals.

**Rationale for the Core Theme**

Students at Chemeketa may pursue one or more of a wide range of goals, including degree or certificate completion, completion of general education coursework for transfer to a four-year institution, skill-building, job training, or personal and professional enrichment. A key college responsibility is to provide support to students, enabling them to progress toward and achieve these goals. Part of that responsibility is not only to document the progression in and completion of coursework, but to assess and document whether students are achieving the outcomes for these courses. Such actions increase student success by allowing students to see how they can improve, and faculty to identify areas for continuous improvement to their approaches.

**Student Success Outcomes, Indicators, and Measures**

An acceptable threshold for fulfilling the college mission in the area of Student Success will be comprised of demonstrated progress in diverse indicators, each of which has been established through research to reflect a college's achievements in helping students to succeed. Each group of measures will address college services that specifically support students in areas where they may meet challenges or the achievement of the students themselves.

**Student Success Objective A**

Students receive support services for completion of educational goals

**Key Performance Indicator:** Student Support

**Measures and Rationale**

A key factor in student success is the support students receive during their educational experience. Student services can be particularly critical in the early stages of a student's experience with college, in such areas as orientation to the college, advising, and financial aid applications. Chemeketa will measure the extent and impact of best practices it has implemented in these areas.

**Student Success Objective B**

Students successfully complete courses

**Key Performance Indicator:** Course Completion

**Measures and Rationale**

Course completion rates are key indicators for determining levels of student success. Measures for this objective will assess course completion rates for the wide range of student groups Chemeketa serves.

**Student Success Objective C**

Students are retained and progress to the next level of coursework

**Key Performance Indicator:** Retention Rates

**Measures and Rationale**

Retention rate data is useful for gauging whether students are achieving program learning outcomes and whether they are receiving sufficient support to do so. Measures for this objective will demonstrate the extent to which our students in our college's major areas of focus – basic skills, transfer and CTE ¬– are retained in their programs and are progressing.

**Student Success Objective D**

Students achieve their educational intent

**Key Performance Indicator:** Student Completion

**Measures and Rationale**

Community colleges typically serve a variety of audiences, each with a different educational intent; including an associate degree, a transfer degree, or a certificate. In order to determine the extent to which its students successfully achieve their wide array of educational goals, Chemeketa will employ a variety of measures to track educational goal completion.

**Student Success Objective E**

CTE students perform at high levels in external certification and licensing exams

**Key Performance Indicator:** Student Completion

**Measures and Rationale**

In order to demonstrate competency in the subject area, students in many Career and Technical Education programs must pass state or national certification and licensing exams. Data from measurement of student pass rates on such exams yields useful information regarding whether students have achieved the program's learning outcomes.

**Student Success Objective F**

Students transfer to universities or enter the workforce

**Key Performance Indicator:** Student Transition

**Measures and Rationale**

There are many stages of education at a community college during which a student may be successful; enrollment, progression through educational studies, and completion of the coursework for a degree or certificate are three such stages. Another aspect of educational success that currently receives much attention at the state and federal levels is post-completion. Chemeketa will develop measures to determine student transfer or workforce entrance rates.

# Conclusion

Chemeketa Community College's Year One Self-Evaluation Report addresses Standard One of the Northwest Commission on Colleges and Universities Standards for Accreditation by providing an overview of the mission and core themes of the college. The report also contains the college's responses to the two recommendations contained in the Evaluation Report on the Chemeketa's Year Seven Self-Study Report.

Preparation for the Year One Report and Responses to Recommendations provided Chemeketa with a valuable opportunity to revisit and revise the college's mission, vision, values, and core themes. As a result of this process, Chemeketa has outlined a clear direction for its efforts over the next seven years. Chemeketa's mission statement guides Chemeketa's direction and purpose. The college's new core themes manifest the essential elements of Chemeketa's mission. The core themes have been institutionalized and frame the college's strategic planning, academic operations, and budgeting processes. With its new core themes, objectives, and related key performance indicators, the college is working to more closely focus on its mission and use appropriate evidence to measure mission fulfillment and identify areas for continuous improvement. The indicators are assessable, verifiable, and, through use of associated measures, will provide meaningful results that inform our college faculty, staff, and student leadership of what is working well and what needs improvement.

Chemeketa's conceptual framework for mission fulfillment includes the college mission, four core themes with related core objectives, and key performance indicators of achievement. This framework also includes descriptions of comprehensive accountability measures related to those indicators.

In the Year One Report, Chemeketa also outlined its actions since receiving the accreditation evaluation team's recommendations on the Year Seven Report, including the college's progress to date, and its action plan for the future. With the work accomplished through responding to Standard One and the two recommendations, Chemeketa has the framework in place to address Standards Two through Five, collect appropriate documentation of continuous improvement, and achieve its core theme objectives and thus fulfill its mission fulfillment.

**Appendix A**

**Accreditation Steering Committee Report Task Force**

## Accreditation Steering Committee

- Julie Huckestein, District College President and Chief Executive Officer
- Jim Eustrom, Vice President of Instruction and Student Services/Campus President, Yamhill Valley
- Tim Rogers, Associate Vice President/Chief Information Officer
- Dr. Susan Murray, Executive Dean, Academic Progress and Regional Education Services
- Dr. Claire Oliveros, Executive Dean, Student Development and Learning Resources
- Johnny Mack, Executive Dean, Career and Technical Education
- David Hallett, J.D., Executive Dean, General Education and Transfer Studies
- Dr. Deborah Sipe, Accreditation Liaison Officer and Dean, Teaching and Learning Department
- Holly Nelson, Dean, Yamhill Valley Campus
- Greg Harris, Director, Marketing, Public Relations and Student Recruitment
- Elias Villegas, Dean, Woodburn Center
- Glen Miller, Director, Dallas Center
- Don Brase, Dean, Humanities and Communications
- Julie Peter, Manager, Planning and Lean Processes
- Fauzi Naas, Coordinator, Institutional Research
- Gary West, Planning and Lean Processes
- Mary Ellen Scofield, Accreditation and Program Review Specialist, Teaching and Learning Department
- Trish Bowlsby, Instructional Technician, Teaching and Learning Department
- Lori Jones, Administrative Secretary, Teaching and Learning Department

## Report Task Force

- Dr. Susan Murray
- Dr. Deborah Sipe
- Mary Ellen Scofield
- Julie Peters
- Gary West
- Fauzi Naas

**Appendix B**

**Oregon Writing & English Advisory Committee
General Education Outcomes**

## OREGON WRITING & ENGLISH ADVISORY COMMITTEE
(OWEAC)
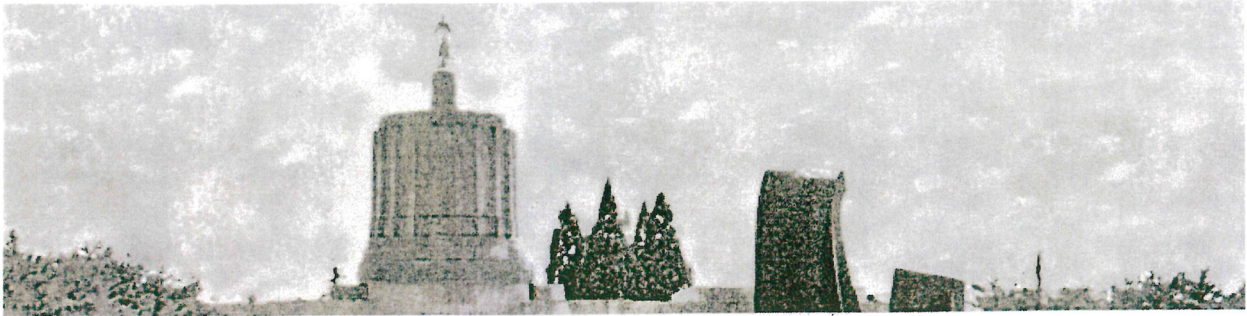
25 June 2008

Dear Colleagues:

At the request of the Joint Boards Articulation Commission, the Oregon Writing and English Advisory Committee (OWEAC) examined statewide feedback on the draft outcomes and course criteria for AAOT writing courses and, based on that collective feedback, refined them. Some of the language here derives directly from that dialogue.

As points of clarification, the outcomes reflect the general objectives of the writing sequence upon completion, and the course criteria represent guidelines for course creation and certification, not student learning outcomes. Those interested in assessable student outcomes may consult the attached addendum that aligns course criteria language with assessable student outcomes. In addition, the course criteria are organized to reflect the current research on writing *as process* and are not intended to reflect a hierarchy of skills.

Several of the course criteria address pedagogical practices because effective writing instruction necessarily requires a particular kind of learning environment. Writing requires intellectual as well as technical skills; therefore, writing courses must facilitate students' entrance into the discourse community of the classroom and ultimately of the college. The writing classroom functions as a place where reasoning and writing emerge from inquiry and where writing itself contributes to an ongoing intellectual dialogue.

To ensure this dialogue and meet the course criteria identified in this document, institutions should cap writing classes at 20 students, as recommended by the Writing Program Administrators, the National Council of Teachers of English, and the Conference on College Composition and Communication. Reinforcing this maximum will enable writing faculty to provide quality instruction that depends on individualized attention to students and their writing.

Writing courses are a vital part of the larger project of general education, which should prepare students to participate in a democracy as responsible citizens and to think in reasoned ways within a global community. However, the seeds of critical thinking planted in writing courses will not blossom unless students practice written reasoning across the curriculum. We urge that the revised AAOT requirements indicate that some courses in each area employ writing as a primary, not incidental, means for displaying knowledge.

Our work represents the culmination of countless hours and immense effort of interested parties across the state. We wish to thank all involved for their contributions. We also recognize and appreciate the state's efforts to involve stakeholders in the revision of this important document and look forward to future opportunities to work together for the benefit of students.

Sincerely,

Members of OWEAC

**Appendix C**

**Genderal Education (AAOT) Outcomes and Assessment**

**Social Science**

| Program | AAOT Outcome | Program Learning Outcome | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark/Target | Cross grading used? Yes/No Explain | Used in 2014–15 Yes/No | Will be used in 2015–16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Please replace AAOT outcome with discipline-specific PLO if available | | | | | | | | | | |
| Anthropology | Social Science | Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live | ATH101 | Written Exam (paper or computer) | How Do Humans Adapt To Their Environment - A specific multiple choice question will be chosen to assess common ways humans adapt to their environment | Scoring guide for instructors | 80% of students to earn a grade of C or higher on the assessment. | No | Yes | Yes | 12/28/2015 | yes |

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Courses where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark/Target | Cross grading used? Yes/No Explain | Used in 2014–15 Y/N | Will be used in 2015–16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Economics | Social Science | Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live | EC201 | Written Exam (paper or computer) | The Canadian Red Wheat Question - Essay/Graphing Exam Question. The "Canadian Red Wheat" question is worth 14 points out of 100 | Other | 60% of EC201 students scoring 70% or greater | No | Yes | Yes | 12/28/2015 | yes |

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Courses where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Y/N | Will be used in 2015-16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Economics | Social Science | Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live | EC202 | Written Exam (paper or computer) | 1. Federal Reserve attempts to reduce unemployment in the AS/AD model; 2. Money Creation: orthodox vs. non-orthodox models - Federal Reserve Essay Question OR Non-Orthodox & Orthodox Balance Sheet Essay Question | Other | 60% of EC202 students scoring 70% or greater | No | Yes | Yes | 12/28/2015 | yes |
| Geography | Social Science | Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live | GEG106 | Portfolio / Capstone Project | Current events notebook term project | | 80% of students to earn a grade of C or higher on the assessment | No | No | No | 12/8/2015 | yes |
| Geography | Social Science | Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live | GEG106 | Written Assignment / Research Project | A question or questions asked in all sections of the course. Instructors will choose whether this is asked in an exam or a writing assignment | | 80% of students to earn a grade of C or higher on the assessment | No | Yes | No | Same course but different assessment | n/a |

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Courses where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Y/N | Will be used in 2015-16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Geography | Social Science | Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live | GEG106 | Written Assignment / Research Project | Population Pyramid Question - Demographic Transition/ Population Pyramid Question | Other | 80% of students to earn a grade of C or higher on the assessment | | | Yes | 12/8/2015 | yes |

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Courses where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Y/N | Will be used in 2015-16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| History | Social Science | Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live – same as HST202; may need to be updated | HST104 | Written Assignment / Research Project | Prepare a written analysis of historical documents, issues or ideas. | | 80% of students receive a C or higher on the assessment | | No | Yes | 1/5/2016 | Pending |

| Program | AAOT Outcome | Courses where assessment is embedded | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Y/N | Will be used in 2015-16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|
| History | Social Science — Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live | HST202 | Written Exam (paper or computer) — Identify the Causes and Effects of Important Historical Events: "Describe the following events and discuss how they contributed to the coming of the Civil War: The Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott Supreme Court Decision, and John Brown Raid. | | 80% of students receive a C or higher on the assessment | No | Yes | No | 11/6/2015 | yes |
| History | | HST201 | Written Exam (paper or computer) — Written Analysis of Historical Document, Issues, or Ideas - Analyze the way in which an unequal distribution of economic and political power has shaped human communities throughout time. | Discipline rubric | 80% of students receive a C or higher on the assessment | | | Yes | 11/6/2015 | yes |

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Courses where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Y/N | Will be used in 2015-16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Political Science | Social Science | Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live | PS201 | Written Exam (paper or computer) | Analytical Essay for PS201 - Specific essay question on foundational course content will be included on one assessment each term | Discipline Rubric | 75% of students will receive a grade of 70% or higher on the essay question | No | Yes | Yes | 11/6/2015 | yes |
| Psychology | Social Science | Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live | PSY201 | Written Exam (paper or computer) | Research Methods Question Set - Each instructor will embed the same 10 questions with one exam during the term. | Scoring guide for instructors | 70% of students receive 70% of points on assessments | No | Yes | Yes | 11/6/2015 | yes |
| Sociology | Social Science | Apply analytical skills to social phenomena in order to understand human behavior; and Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live | SOC204 | Written Assignment / Research Project | SOC204 Assessment Essay - In essay form, students are asked to apply and assess a theoretical perspective in regards to explaining social phenomena. | Scoring guide for instructors | Students will average 70% or higher on assignment | No | Yes | Yes | 11/6/2015 | yes |

| Humanities & Communication | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue [Please replace AAOT outcome with discipline-specific PLO if available] | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014–15 Yes/No | Will be used in 2015–16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
| Art | Arts & Letters | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | ART101 | Other | Student Final Grade | Other | Identify areas where students are not meeting objectives. Determine what percentage of students are and are not meeting objects and what areas of instruction need focus. Use information for next assessment | No | No | Yes, with revisions | ART101 added to list for 2015-16. Art overhauled assessment process for identified courses. Starting fall 2015, a survey is sent to all instructors on all campuses teaching ART101, 115, 131, and 155 requesting information about student final grades. Surveys are adapted for each course. | Yes |

| Discipline | Area | Outcome | Course | Assessment | Assignment | Criteria | Standard | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Art | Arts & Letters | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | ART115 | Written Exam (paper or computer) | Common assignment for all classes | Discipline Rubric | 80% of students achieve a C or better | No | Yes (2013-2014) | No (see below) | Yes |
| Art | Arts & Letters | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | ART115 | Artwork or Finished Product | Instructors provide examples of student work | Discipline Rubric | 80% of students achieve a C or better | No | Yes (2013-2014) | Yes, with revisions | See above |
| Art | Arts & Letters | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | ART 131 | Artwork or Finished Product | Instructors provide examples of student work | Discipline Rubric | 80% of students achieve a C or better | No | Yes (or 2013-2014) | Yes, with revisions | Yes |

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014–15 Yes/No | Will be used in 2015–16? Yes/No or with revisions | UPDATED |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Art | Arts & Letters | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | ART155 | Artwork or Finished Product | Instructors provide examples of student work | Discipline Rubric | 92% C or above | No | No | Yes, with revisions | Yes |
| **Program** | **AAOT Outcome** | **Program Learning outcome (from the state or other outside body) see catalogue** | **Course where assessment is embedded** | **Assessment Type** | **Assessment description** | **How Scored** | **Benchmark / Target** | **Cross grading used? Yes/No Explain** | **Used in 2014–15 Yes/No** | **Will be used in 2015–16? Yes/No or with revisions** | **UPDATED** |
| Speech Communication | Speech, Oral Communication | Engage in ethical communication processes that accomplish goals; Respond to the needs of diverse audiences and contexts; and Build and manage relationships | COMM218 | Indirect measure (e.g., student survey) | Developed and piloted using Spitzberg & Cupatch's Interpersonal Communication Competence Self-Assessment, a respected tool recommended by the National Communication Association, as both a pre and posttest. | National rubric | Survey will help determine where future assessments need to focus. Data will be compiled and discussed both internally (Chemeketa) and with other colleges in Oregon. | No | No | Yes | COMM218 assessment will be the focus for 2015-2016. After refining the assessment. |
| **Program** | **AAOT Outcome** | **Program Learning outcome (from the state or other outside body) see catalogue** | **Course where assessment is embedded** | **Assessment Type** | **Assessment description** | **How Scored** | **Benchmark / Target** | **Cross grading used? Yes/No Explain** | **Used in 2014-15 Yes/No** | **Will be used in 2015–16? Yes/No or with revisions** | **UPDATED** |
| | | | | | | | | | | | Revised outline received by T&L |

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Yes/No | Will be used in 2015-16 Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Journalism | Arts & Letters | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | | | | | | No | No | No | Journalism courses were suspended for 2015-2016 after the instructor retired. New Media courses will be introduced in the future. | |
| ASL | Arts & Letters | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | ASL213: Spring | Demonstration / Applied Exam | Student's narrative of deaf Biography's life | Scoring guide for instructors | 80% of students will earn a score of at least 70% of video recording | | 2012-2013 | Yes, with revisions | All terminal language classes (ASL213, FR203, JPN203, RUS203, and SPN203) were assessed in 2012-2013. New, updated assessments are slated for spring of this year. | Yes |

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| FR | Arts & Letters | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | FR203 | | | | | | No | No | To be done spring 2017 (FR201-203 canceled for 2015-2016) | Yes |
| JPN | Arts & Letters | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | JPN203 | Demonstration / Applied Exam | Original written passage and oral performance on a theme illustrating a Japanese cultural norm. | Discipline rubric | An average score of 80% | | 2012-2013 | Yes, with revisions | To be done spring 2016 | Yes |
| RUS | Arts & Letters | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | RUS203 | | | | | | No | No | To be done spring 2017 (RUS201-203 canceled for 2015-2016) | yes |

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Yes/No | Will be used in 2015-16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Languages | Arts & Letters | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | SPN203 | Demonstration / Applied Exam | Written and oral reflection on a theme pertaining to Hispanic culture. | Discipline rubric | An average score of 80% | | 2012-2013 | Yes, with revisions | To be done spring 2016 | yes |
| Languages | Arts & Letters | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | SPN215 | Written Exam (paper or computer) | Exam administered during Week 8 of the term, part 1: accent placement | | 80% Average score | | Yes | No | | yes |

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Yes/No | Will be used in 2015-16? Yes/No or with revisions | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Languages | Arts & Letters | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | SPN215 | Written Exam (paper or computer) | Exam administered during Week 8 of the term, part 2: a writing prompt | | 80% Average score | | Yes | No | see above |
| Languages | Arts & Letters | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | SPN215 | Written Exam (paper or computer) | Exam administered during Week 8 of the term, part 3: a reading passage with comprehension questions. | | 80% Average score | | Yes | No | see above |

UPDATED

| Area | Category | Outcomes | Course | Assessment Method | Assessment Tool | Criterion | Yes/No | 2012-2013 | Yes, with revision | Results | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Writing, Literature, Film | Writing & Inf Literacy | Formulate a problem statement; Determine the nature and extent of the information needed to address the problem; Access Relevant information effectively and efficiently; Evaluate information and its source critically; and Understand many of the economic, legal, and social issues surrounding the use of information (see catalog) | WR121 | Demonstration / Applied Exam | Information literacy assessment tool | 80% of students assessed should receive a minimum passing grade | Yes/No | 2012-2013 | Yes, with revision | In spring 2014 and spring 2015, WR115 was assessed through a survey. This was a pilot for the WR121 assessment for fall 2015 and winter 2016. Beginning spring 2016, an annotated bibliography will be assessed in all WR121 sections. (History: WR121 was assessed in 2011, 2012, and 2013 with various success. We now have campus-wide resources to assist with assessment.) | yes |
| Writing, Literature, Film | Writing | See Catalog | WR115 | Written Exam (paper or computer) | End of quarter pilot assessment in one course using the general structure of our larger plan (see above) | 80% of students should meet outcomes at end of course | | Yes | Yes, with revision | New assessment being developed for fall 2016 | WR115 is an elective; not applicable |

**Math & Science**

| Program | AAOT Outcome | Please replace AAOT outcome with discipline-specific PLO if available — Program Learning outcome (from the state or other outside body) see catalogue | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Yes/No | Will be used in 2015-16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Anatomy & Physiology | Science or Computer Science | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | BI233 | Written Exam (paper or computer) | "Metabolism Lab Quiz" Five questions. | Scoring guide for instructors | 70% of students achieve 70% of total points possible | | Yes | Yes | 12/28/2015 | Yes |

| Anatomy & Physiology | Science or Computer Science | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | BI233 | Lab | "Lab Experiment Write Up" | Scoring guide for instructors | 70% of students achieve 70% of total points possible | No | Yes | Same course as above - different outcomes 12/28/15 | See above |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Yes/No | Will be used in 2015-16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Gen Biology | Science or Computer Science | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | BI101 | Written Assignment / Research Project | "Field Trip Pre and Post Test" Assessment includes a 12-question pre-field trip and post-field trip quiz asking students to relate changes in plant diversity to the rain shadow effect using locations between Salem, OR and Sisters, OR. | Discipline rubric | Percent of students who attain 70% average (7 out of 10) score on post quiz. Target: 70%?? Average improvement between the results of the pre-field trip and post-field trip assessments. Target: 30% or more | | Yes | Yes | 12/28/2015 | yes |
| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Yes/No | Will be used in 2015-16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Yes/No | Will be used in 2015-16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Environmental Science | Science or Computer Science | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | BI131 | Written Exam (paper or computer) | "Science Literacy Pre and Post Test": Assessment covering science literacy is given as a pre-test early in BI131 and a post-test at the end of BI131. The quiz is also given as a post-test at the end of BI133 | Discipline rubric | 10% improvement from pre-test to post-test | | Yes | Yes | 12/28/2015 | yes |

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Yes/No | Will be used in 2015-16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Majors Bio | Science or Computer Science | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | BI213 | Written Exam (paper or computer) | "Post/Final Outcomes Test": All questions on this test relate directly to the outcomes being assessed. | Scoring guide for instructors | 70% of students score 70% or better on the Final Exam | | Yes | Yes | 12/28/2015 | yes |

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Yes/No | Will be used in 2015-16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Math | Mathematics | Use appropriate mathematics to solve problems; and Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate and communicate the results. | MTH111 | Solving a Problem | "Systems Assessment": Four questions that require solving problems and creating mathematical models of abstract and real world situations using using polynomial, rational, exponential, logarithmic, power, piecewise and sequential functions. | Discipline rubric | 60% of students will achieve a rating of 3 or 4 on each question | | Yes | Yes | 12/28/2015 | yes |

| Chemistry | Science or Computer Science | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | CH104 | Written Exam (paper or computer) | "ACS National Standardized Exams: GOB Organic Form 2007" | National rubric | 75% of students will perform at or above national average | | No | Yes | 12/28/2015 | yes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

| Chemistry | Science or Computer Science | CH105 | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | Written Exam (paper or computer) | "ACS National Standardized Exams: GOB Organic Form 2007" | National rubric | 75% of students will perform at or above national average | | No | Yes | 12/28/2015 | yes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

| Chemistry | Science or Computer Science | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | CH106 | Written Exam (paper or computer) | "ACS National Standardized Exams: GOB Biochem Form 2007" | National rubric | 75% of students will perform at or above national average | No | Yes | 12/28/2015 | yes |
|---|---|---|---|---|---|---|---|---|---|---|---|

| Chemistry | Science or Computer Science | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | CH223 | Written Exam (paper or computer) | "ACS National Standardized Exams: General Form 2009" | National rubric | 75% of students will perform at or above national average | No | Yes | 12/28/2015 | yes |
|---|---|---|---|---|---|---|---|---|---|---|---|

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Yes/No | Will be used in 2015-16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Chemistry | Science or Computer Science | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | CH243 | Written Exam (paper or computer) | "ACS Organic Chem Form 2008" | National rubric | 75% of students will perform at or above national average | No | Yes | | 12/28/2015 | yes |

| Physics | Science or Computer Science | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | PH201 | Written Exam (paper or computer) | "Force Motion Concept Evaluation": Pre and post test. | National rubric | Normalized Gain (0.25 normal and 0.5 for reformed pedagogy) | | Yes | Yes | Yes | 12/28/2015 | yes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Yes/No | Will be used in 2015-16? Yes/No or with revisions | UPDATED | Revised outline received by T&L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Physics | Science or Computer Science | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | PH211 | Written Exam (paper or computer) | "Force Motion Concept Evaluation": Pre and post test. | National rubric | Normalized Gain (0.25 normal and 0.5 for reformed pedagogy) | | Yes | Yes | 12/28/2015 | yes |

| Computer Science | Science or Computer Science | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | CS260 | Solving a Problem | "Data Structure Programming and Solution": Summative programming competency by building a linked list data structure and using it to solve a problem, | Discipline rubric | 75% of students will achieve a transfer acceptable score on this project ("C" or 70"% level) | | Yes | Yes | 12/28/2015 | yes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Health & PE**

| Program | AAOT Outcome | Program Learning outcome (from the state or other outside body) see catalogue | Course where assessment is embedded | Assessment Type | Assessment description | How Scored | Benchmark / Target | Cross grading used? Yes/No Explain | Used in 2014-15 Yes/No | Will be used in 2015-16? Yes/No or with revisions | UPDATED |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Health outcomes are not defined for AAOT | | | | | | | | | |
| Health | 1a 1b | Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life; and Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. | Multiple HHP Activity and Lecture Classes on campus | Indirect measure (e.g., student survey) | Health & Fitness Course Survey Oregon Community Colleges was used to assess outcomes. Different questions addressed different outcomes. (This tool was a standardized assessment tool developed by the Oregon Community College Health & Fitness Consortium. | 50% + of the students will increase their awareness of health information | | | | Foundational requirement - Courses not identified | |
| Health | 2a 2b | Use appropriate mathematics to solve problems; and Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate and communicate the results. | Multiple | Indirect measure (e.g., student survey) | Health & Fitness Course Survey Oregon Community Colleges | 60%+ of HHP Students have skills to develope and maintain a health and fitness plan. | | | | Foundational requirement - Courses not identified | |

| Health | 3a 3b 3c | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | Multiple | Indirect measure (e.g., student survey) | Health & Fitness Course Survey Oregon Community Colleges | 65%+ of HHP students have incorporated healthy behaviors changes. | | Foundational requirement - Courses not identified |
|---|---|---|---|---|---|---|---|---|

| Health | 3a 3b 3c | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | Multiple | Indirect measure (e.g., student survey Health & Fitness Course Survey Oregon Community Colleges) | | 80% Plan to continue (Q14) | | Foundational requirement - Courses not identified |
|---|---|---|---|---|---|---|---|---|

| Health | 3a 3b 3c | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | Multiple | Indirect measure (e.g., student survey Health & Fitness Course Survey Oregon Community Colleges | | 50% + increase fitness (Q17) | | | Foundational requirement - Courses not identified |
|---|---|---|---|---|---|---|---|---|---|

| Health | 3a 3b 3c | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | Multiple | Indirect measure (e.g., student survey Health & Fitness Course Survey Oregon Community Colleges | 40% + increased eating habits (Q23) | | Foundational requirement - Courses not identified |
|---|---|---|---|---|---|---|---|

| Health | 3a 3b 3c | Gather, comprehend and communicate scientific and technical information in order to explore ideas, models and solutions and generate further questions, Apply scientific and technical modes of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems and make evidence-based decisions in an ethical manner; and Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. | Multiple | Indirect measure (e.g., student survey Health & Fitness Course Survey Oregon Community Colleges | 50% more energy (Q27) | | | Foundational requirement - Courses not identified |
|--------|----------|----|----------|----|----|----|----|----|

| General Education (AAOT) Programs: 2014–15 Program Learning Outcomes Assessment Roll-up | | | | |
|---|---|---|---|---|
| Discipline Area | # Assessments Given | # Assessed (duplicated)* | 2013–14 Average Results | 2014–15 Average Results |
| Arts and Letters | 3 | 42 | 78.0% | 74.3% |
| Mathematics | 1 | 272 | 84.2% | 89.3% |
| Science or Computer Science | | | | |
| • Life Science | 4 | --- | 87.0% | 71.5% |
| • Physical Science | 3 | 75 | 52.4% | 47.0% |
| • Computer Science | 1 | 19 | 70.5% | 78.9% |
| Social Science | 8 | 2232 | 82.2% | 76.3% |
| Speech/Oral Communication | 2 | 265 | --- | Improvement |
| Writing, Information Literacy | 2 | 950 | --- | 65.5% |

*The # Assessed column represents the total number of assessments reported by each discipline. "Duplicated" assessments indicates the same student may be assessed multiple times.  Outcomes may be assessed comprehensively in a single assessment, or individually in a series of assessments. This number represents the total number of assessments reported by each program, not the number of unique students assessed

**Appendix D**

**Career and Technical Education Outcomes and Assessments**

**Applied Technology: 2014–15 Program Learning Outcomes Assessment Roll-up**

| Discipline Area | Outcome | Course Assessed (Course ID) | Assessment Tool Type | Assessment Tool Description: Phrase or sentence | Benchmark / Target | Delivery Method | # of students in class | # Assessed | 2013–14 Results | 2014–15 Results | Result Status | Comments: Reflect on process, results, implications |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Apprenticeship | E1 | APR253L | Field Experience / Practicum | Complete 576 hours related training | 80% | Traditional Classroom | | 28 | 100% | 100.0% | Met | All electrician apprentices in fourth year accrued the required number of RT hours and passed the class with a grade "C" or higher |
| Apprenticeship | E2 | APR 253GL | Written Exam (paper or computer) | State Electrical Exam | 80% will pass state exam on 1st attempt | Traditional Classroom | 16 | 8 | 100.0% | 100.0% | Met | Eight electrician apprentices qualified for the state exam and passed with a grade 75 percent or higher. The balance of the completing electricians must stay in school until they accrue the full 8000 hours of required OJT |
| Apprenticeship | H1 | APR255L | Field Experience / Practicum | Complete 576 hours related training | 80% | Traditional Classroom | 21 | 12 | 100% | 100.0% | Met | All HVAC/R apprentices in fourth-year completed RT with a grade "C" or higher |
| Apprenticeship | H1 | APR255L | Demonstration / Applied Exam | State HVAC/R journey-level card | 80% | Traditional Classroom | 7 | 5 | 100% | 100.0% | Met | Five HVAC/R apprentices completed RT and were referred to exam. Four passed the exam wi3th 75 percent or higher. The fifth apprentice w3as referred to exam in July 2015. |
| Apprenticeship | P1 | APR258L | Field Experience / Practicum | Complete 576 hours related training | 80% | Traditional Classroom | 14 | 14 | 100% | 100.0% | Met | All fourth-year plumber apprentices completed RT with grade "C" or higher |
| Apprenticeship | P1 | APR258L | Demonstration / Applied Exam | State Plumbing Exam | 80% will pass state exam on 1st attempt | Traditional Classroom | 14 | 8 | 100% | 100.0% | Met | Eight plumber apprentices were referred to exam; all passed with 75 percent or higher. |
| Apprenticeship | S1 | APR266GL | Field Experience / Practicum | Complete 576 hours related training | 80% | Traditional Classroom | 6 | 6 | 100% | 100.0% | Met | All completing Sheet Metal Tech apprentices completed RT with a grade "C" or higher |
| Apprenticeship | S2 | N/A | Demonstration / Applied Exam | State Oregon- state endorsed journey-level card | 80% | Traditional Classroom | | | | | | No state exam required for Sheet Metal Techs |

| Program | Code | | Method | Tool | Outcome | Mode | | |
|---|---|---|---|---|---|---|---|---|
| Automotive Technology | AT1-6 | N/A | Demonstration / Applied Exam | NATEF Task Lists for individual courses and specialty areas | 80% will demonstrate competency on 80% of the required tasks system or component listed on the ASE checklists. | Traditional Classroom | 100.0% | 100.0% |
| Automotive Technology | AT4 | N/A | Demonstration / Applied Exam | NATEF Task Lists for individual courses and specialty areas | 80% will meet 100% of safety objectives on the ASE checklists | Traditional Classroom | 100.0% | 100.0% |
| Automotive Technology | AT1-4, 6 | N/A | Demonstration / Applied Exam | ASE Student Certification Exam | 80% of students will score higher than the national median score on the ASE Student Certification End of Program Exam | Online | 98.0% | 100.0% |
| Automotive Technology | AT5, 6 | N/A | Demonstration / Applied Exam | ASE Checklists, Lab check off | 80% of students will achieve a grade of "B" or better on repair order assignments | Traditional Classroom | 100.0% | 100.0% |
| Automotive Technology | AM4 | N/A | Demonstration / Applied Exam | ASE checklists are used for both engine repair and machining. | 80% will meet 100% of safety objectives on the ASE checklists | Traditional Classroom | 100.0% | 100.0% |

| Program | Outcome | | Assessment Method | Measure | Criteria | Delivery Mode | | |
|---|---|---|---|---|---|---|---|---|
| Automotive Technology | AM1-6 | N/A | Demonstration / Applied Exam | NATEF Checklists Lab check off | 80% will demonstrate competency on 80% of the required tasks system or component listed on the ASE checklists. | Traditional Classroom | 36.8% | 50.0% |
| Automotive Technology | AM1-6 | N/A | Demonstration / Applied Exam | ASE checklists are used for both engine repair and machining. | 90% of students will complete 90% or better of the required tasks on ASE Checklists | Traditional Classroom | 36.8% | 87.5% |
| Automotive Technology | AB1-4 | N/A | Demonstration / Applied Exam | NATEF checklists are used for each automotive system or component described in outcomes 1-4 & 6. | 80% will meet 100% of safety objectives on the ASE checklists | Traditional Classroom | 100.0% | 100.0% |
| Automotive Technology | AB5, 6 | N/A | Demonstration / Applied Exam | NATEF Checklists Lab check off | 90% of students will complete 90% or better of the required tasks on NATEF Checklists | Traditional Classroom | 100.0% | 100.0% |
| Automotive Technology | AB1-6 | N/A | Demonstration / Applied Exam | I-CAR Tasklist (CWE) | 80% of students will successfully complete 50% of I-CAR tasks through CWE training | Traditional Classroom | 75.0% | 100.0% |

| Program | Num | Code | Assessment Type | Detail | Criteria | Mode | N | n | % | % | Met | Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Automotive Technology | AB5, 6 | N/A | Demonstration / Applied Exam | NATEF Checklists Lab check off | 80% of students will achieve a grade of "B" or better on repair order assignments | Traditional Classroom | | | 100.0% | 100.0% | | |
| Cooperative Work Exp. | 1 | XXX280B-L | Field Experience / Practicum | Completed CWE hours, midterm and final evaluation | 90% will complete designated onsite hours and score 4-5 points out of 5 in each category of evaluation | Traditional Classroom | 202 | 198 | 98.50% | 98.0% | | Close evaluation of students in seminar, online and on site has increased successful completion rates. |
| Cooperative Work Exp. | 2 | FE205C | Portfolio / Capstone Project | Includes mock interviews, self-assessments, professional evaluations | 80% will score above average on final interview and 80 points out of 100 on scoring scale | Hybrid | 30 | 23 | 77.00% | 77.0% | | Contact with students on regular basis online and adding audio/visual class materials online has increased student engagement. |
| Cooperative Work Exp. | 3 | FE205B | Portfolio / Capstone Project | final application materials | 80% will score within exceptional or proficent criteria on rubric | Traditional Classroom | 15 | 14 | 64.20% | 80.0% | | More contact with students and increased clarity of class expectations and assignments has increased student engagement. |
| | | | | | | Online | 42 | 37 | 50.00% | 62.0% | | |
| Cooperative Work Exp. | 4 | FE120 | Presentation / Performance | Combining assessments, job research and program research | 80% will score 50 out 60 points on final presentation scoring guide | Traditional Classroom | 50 | 36 | 71.00% | 72.0% | | Students are engaged and challenged. More contact with students when they miss a class and faster turn around rates for grading has slightly increased success in class. |
| Drafting Technology | 1 | DRF132 | Demonstration / Applied Exam | 3D Drawing Outcome. Final Exam | 80% earn 80% or more of total points possible | Traditional Classroom | 22 | 22 | 88.5% | 81.4% | Met | Online section low - assuming to online curriculum needing update (took place over summer 2015, will moniter results). Aggregate % cals to 81.1% (Met) Required sample size not specified. TC low in part due to two students no-showing after fourth week of the term.. |

| Program | # | Course | Assessment Type | Assessment | Criteria | Delivery | N | N | 81.8% | 75.0% | Met | Comments |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Drafting Technology | 1 | DRF131 | Demonstration / Applied Exam | 2D Drawing Outcome. Mid term Exam | 80% earn 80% or more of total points possible | Online | 3 | 3 | 87.0% | 86.0% | Almost Met | |
| | | | | | | Traditional Classroom | | | 83.0% | 82.0% | | |
| Drafting Technology | 2 | DRF210 | Artwork or Finished Product | Team Project | 80% earn 80% or more of total points possible | Online | 28 | 28 | 88.8% | 87.1% | Met | Online course not assessed for this outcome (students do not do team project). Assessed both Fall and trailer Winter term enrollments. Required sample size not specified. |
| | | | | | | Online | | Not assessed | | | | |
| Drafting Technology | 3 | DRF240 | Artwork or Finished Product | Final Project | 80% earn 80% or more of total points possible | Traditional Classroom | | | 87.0% | 85.0% | | |
| Drafting Technology | 4 | DRF241 | Artwork or Finished Product | Bridge Project | 80% earn 80% or more of total points possible | Traditional Classroom | 25 | 25 | 85.0% | 91.0% | Met | Ommited two students from the assessed that no-showed after week 3 |
| Drafting Technology | 5 | DRF246 | Artwork or Finished Product | Final Project | 80% earn 80% or more of total points possible | Traditional Classroom | 13 | 12 | 84.0% | 83.0% | Met | Ommited one student from the assessed that no-showed after week 2 |
| Drafting Technology | 6 | DRF210 | Artwork or Finished Product | Final Project | 80% earn 80% or more of total points possible | Traditional Classroom | 28 | 27 | 80.0% | 83.30% | Met | Omitted one TC and two Online student who no-showed after 4th week of the term, and did not complete this project.. Assessed both Fall and trailer Winter term enrollments. Required sample size not specified. |
| Engineering | 2 3 6 8 | EGR202 | Written Assignment / Research Project | Formal Lab#1 | 80% average | Online | 20 | 18 | 80.0% 95.0% | 82.2% | Met | |
| | | | | | | Traditional Classroom | | | | | | |
| Engineering | 2 3 5 6 8 | EGR213 | Portfolio / Capstone Project | Bridge Competition | 80% average of total project | Traditional Classroom | | | 89.0% | | | |

| Program | Outcome | Course | Assessment Method | Artifact | Criteria | Delivery | | | | | Met | Comments |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Electronics Technology | EC1, EC2, EC3 | ELT133 | Demonstration / Applied Exam | Formal Lab Evaluation | 70% of students will meet 70% of the checklist objectives | Traditional Classroom | 29 | 29 | 90.0% | 85.0% | Met | Larger class sizes with more students postponing writing classes seem to influence the success here. Continue to use required advising to make writing a priority. |
| Electronics Technology | EC 2-3 PC 1-2 | ELT133 | Written Assignment / Research Project | Formal Lab Evaluation | 70% of students will meet 70% of the checklist objectives | Traditional Classroom | 29 | 29 | 100.0% | 85.0% | Met | Larger class sizes with more students postponing writing classes seem to influence the success here. Continue to use required advising to make writing a priority. |
| Electronics Technology | EE 1 | ELT281 | Demonstration / Applied Exam | The Effective Team Member Rubric | 70% of students will meet 70% of the checklist objectives | Traditional Classroom | 10 | 10 | 100.0% | 88.0% | Met | Time management skills of the students to coordinate team construction seems to be the big problem. Trying to understand that simple designs are the first step to a successful larger project. |
| Electronics Technology | EE 6 | ELT256 | Demonstration / Applied Exam | Team Evaluation Document | 70% of students will meet 70% of the checklist objectives | Traditional Classroom | 5 | 5 | 100.0% | 100.0% | Met | Students are actively interested and excited about the class. |
| Electronics Technology | EE 2-5, CE 1 | ELT244 | Written Assignment / Research Project | Formal Lab Evaluation | 70% of students will meet 70% of the checklist objectives | Traditional Classroom | 13 | 13 | 88.0% | 84.0% | Met | Number is fine. New instructor this year, setting new baseline for the upcoming years. |
| Electronics Technology | EE 7 | N/A | Lab | Safety Log | 100% of safety issues will be addressed and resolved | Traditional Classroom | 120 | 120 | 100.0% | 100.0% | Met | continue to stress safety and the timely reporting of any accidents |
| Electronics Technology | IE 1 | ELT291 | Demonstration / Applied Exam | Project Presentation Rubric | 70% of students will meet 70% of the checklist objectives | Traditional Classroom | 10 | 10 | 100.0% | 92.0% | Met | Student lack of presentation skills - time management affected this value. Overall the number is fine, but we need to really give them more presentation opportunities. |

| Program | Outcome | Course | Assessment Method | Measure | Target | Delivery | N | N | % | % | Status | Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Electronics Technology | EE1, EE2, EE3 | ELT283 | Demonstration / Applied Exam | Troubleshooting Rubric | 70% of students will meet 70% of the checklist objectives | Traditional Classroom | 14 | 14 | 100.0% | 100.0% | Met | Students were able to work in a new facility as well as newer technology based electronics products. These encouraged the students to work on the technology and really research the problems associated with the various electronics. We need to build a baseline of items to help build understanding of the system before just troubleshooting an unknown. |
| Electronics Technology | CE1 | NET144 | Demonstration / Applied Exam | Project Presentation Rubric | 70% of students will meet 70% of the checklist objectives | Traditional Classroom | 3 | 3 | 100.0% | 100.0% | Met | small class size, students were reall invested in the material and the industry. |
| Electronics Technology | REM1 | RNW180 | Portfolio / Capstone Project | Project Presentation Rubric | 70% of students will meet 70% of the checklist objectives | Traditional Classroom | 5 | 5 | 100.0% | 100.0% | Met | small class size, students were reall invested in the material and the industry. |
| Machining Technology | | CAM120 | Written Exam (paper or computer) | Shop Terminology quiz | 80% achieve 80% of total possible points. | Traditional Classroom | | | 94.0% | 93.8% | | |
| Machining Technology | | CAM160 | Demonstration / Applied Exam | Mid Term: Code Format, Basic Moves, Canned Cycles, Process Plans Final: Arc Moves, Cut Comp, Sub Routines, Dedicated Tool, Fixture Offsets | 80% achieve 80% of total possible points. | Traditional Classroom | | | 100.0% | 86.2% | | |
| Machining Technology | | CAM190 | Artwork or Finished Product | Project Final Grade | 80% achieve 80% of total possible points. | Traditional Classroom | | | 100.0% | 96.8% | | |
| Machining Technology | | DRF260 | Demonstration / Applied Exam | Project Final Grade | 80% achieve 80% of total possible points. | Traditional Classroom | | | 100.0% | 99.0% | | |
| Machining Technology | | DRF262 | Demonstration / Applied Exam | Project Final Grade | 80% achieve 80% of total possible points. | Traditional Classroom | | | 100.0% | 82.9% | | |

| Program | Outcomes | Course | Assessment Method | Assessment Task | Criterion | Delivery Mode | N | N | Result | Result | Met | Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Occupational Skills Training | 1, 2 | ST050A-Q | Field Experience / Practicum | Evaluate assessment data from compiled results of monthly evaluations | 85% will attain average of 3.0 on 4.0 scale | Traditional Classroom | | | 86.90% | 89.7%% | | starting with quarter 201420 numerical data was recorded for Monthly Progress Report scores. 100% of all students in quarters 201420, 201430 and 201440 were averaged in this analysis. |
| Occupational Skills Training | 1, 2 | ST050A-Q | Field Experience / Practicum | Evaluate assessment data from compiled results of quarterly evaluations | 85% will attain average of 3.0 on 4.0 scale | Traditional Classroom | | | 87.1% | 89.0% | | results for 100% of students for all 4 quarters were averaged for this result. |
| Welding Technology | 1-4, 6 | WLD058 | Written Exam (paper or computer) | final exam | 80% C grade or better | Traditional Classroom | 17 | 17 | 95.0% | 100.0% | Met | |
| Welding Technology | 1-6 | WLD058 | Artwork or Finished Product | Term project | 80% C grade or better | Traditional Classroom | 17 | 17 | 94.0% | 100%% | Met | |
| Welding Technology | 1, 4 | WLD053 | Demonstration / Applied Exam | Welding performance qualification test | 90 % pass rate | Traditional Classroom | 20 | 20 | 92.0% | 100.0% | Met | |
| Welding Technology | 7, 8, 9 | CAM190 | Demonstration / Applied Exam | Practical final exam | 80% C grade or better | Traditional Classroom | 15 | 15 | 100.0% | 100.0% | Met | |

**Emergency Services: 2014–15 Program Learning Outcomes Assessment Roll-up**

| Discipline Area | Outcome | Course Assessed (Course ID) | Assessment Tool Type | Assessment Tool Description: Phrase or sentence | Benchmark / Target | Delivery Method | # of students in class | # Assessed | 2013–14 Results | 2014–15 Results | Result Status | Comments: Reflect on process, results, implications |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Criminal Justice | | No Assessment Results | | | | | | | | | | No Assessment Results Reported |
| Emergency Medical Technology | 1-5 | EMT 296-298 | Lab | Lab observation form | 95% will attain mastery of all procedures and practices | Traditional Classroom | | | 100.0% | | | |
| Emergency Medical Technology | 1-5 | EMT 296 | Written Exam (paper or computer) | EMT 296 Final | 95% pass rate | Traditional Classroom | | | 96.0% | | | |
| Emergency Medical Technology | 1-5 | EMT 297 | Written Exam (paper or computer) | EMT 297 Final | 95% pass rate | Traditional Classroom | | | 97.0% | | | |
| Emergency Medical Technology | 1-5 | EMT 298 | Written Exam (paper or computer) | EMT 298 Final | 95% pass rate | Traditional Classroom | | | 100.0% | | | |
| Emergency Medical Technology | 1-5 | EMT 280H | Written Exam (paper or computer) | EMT 280H Final | 95% pass rate | Traditional Classroom | | | 100.0% | | | |
| Emergency Medical Technology | 1-5 | EMT 296-298 | Field Experience / Practicum | Hospital Clinical– Mid Term & Final Clinical Evaluations | 95% of students achieving a "4" or higher in all categories. | Traditional Classroom | | | 98.0% | | | |
| Emergency Medical Technology | 1-5 | EMT 280H | Field Experience / Practicum | Internship – Final Exam and Evaluation Tool | 95% of students achieving a "4" or higher in all categories. | Traditional Classroom | | | 100.0% | | | |
| Emergency Medical Technology | 1-5 | N/A | Written Exam (paper or computer) | National Practical and Written Exam | 90% become certified within 1 year | Traditional Classroom | | | 95.0% | | | |
| Fire Protection Technology | FP 1-5 | FRP280 | Portfolio / Capstone Project | Cooperative Work Experience Observation reports and evaluation form | 100% Pass Rate | Traditional Classroom | 5 | 5 | 100.0% | 100.0% | Met | This is an open independant study program that working fire officials work on courses or degree completions while on the job. |
| Fire Protection Technology | FP 1-5 | FRP280 | Field Experience / Practicum | Cooperative Work Experience Observation reports and evaluation form | 100% Pass Rate | Traditional Classroom | 5 | 5 | 100.0% | 100.0% | Met | This is an open independant study program that working fire officials work on courses or degree completions while on the job |

| Fire Protection Technology | FS 1 | FRP 263/263H | Other | Worker Comp Claims and Near Miss Reports | 100% Pass Rate | Traditional Classroom | 20 | 20 | 100.0% | 100.0% | Met | Weekly Safety meeting in conjunction with Officer meetings. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Fire Protection Technology | FS 2, 4 | FRP 263/263H | Portfolio / Capstone Project | Daily Observation, Evaluation Forms and Capstone Project | 100% Pass Rate | Traditional Classroom | 20 | 20 | 100.0% | 100.0% | Met | Date reflects sixth term of Fire Related Experiance of a 18 month program based on college reports. The class started with 26 students and by sixth term, 6 left to persue other careers or other ways of getting their education. |
| Fire Protection Technology | FS 3, 5 | FRP 263/263H | Demonstration / Applied Exam | Performace testing and Achievement of State or National Certifications | 100% Pass Rate | Traditional Classroom | 20 | 20 | 100.0% | 100.0% | Met | Of the full time students that entered sixth term of the program, 100% passed state certiciations offered by the program |

**Health Sciences: 2014–15 Program Learning Outcomes Assessment Roll-up**

| Discipline Area | Outcome | Course Assessed (Course ID) | Assessment Tool Type | Assessment Tool Description: Phrase or sentence | Benchmark / Target | Delivery Method | # of students in class | # Assessed | 2013–14 Results | 2014–15 Results | Result Status | Comments: Reflect on process, results, implications |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Dental Assisting | | No Assessment Results | | | | | | | | | | No Assessment Results Reported |
| Health Information Management | AAS9 | HM252 | Written Assignment / Research Project | Findings of a Healthcare Survey | 90% of students will earn no less than 70% on final project written report | Hybrid | 33 | 33 | | 97% | Met | |
| Nursing Education | PN 1, 2, 3, 5 | NUR109 | Field Experience / Practicum | NUR 109 Course Outcomes | 80% of students will meet NUR 109 course outcomes | Traditional Classroom | 52 | 52 | 85.7% | 94% | Met | |
| Nursing Education | PN 4 | NUR109 | Field Experience / Practicum | Community Teaching Project | 100% Pass rate based on assessment | Traditional Classroom | 52 | 52 | 100.0% | 100.0% | Met | |
| Nursing Education | N 1-4 | NUR209 | Field Experience / Practicum | Clinical Evaluation tool | 100% Satisfactory rating on all "Critical Element", which are in bold lettering on the tool. Expectation of a 100% pass rate. | Traditional Classroom | 42 | 42 | 100.0% | 97.6% | Not Met | Multiple issues of patient safety. Nursing cannot pass students who are unsafe and not meeting the critical elements. |
| Nursing Education | N 1-4 | N/A | Written Exam (paper or computer) | NCLEX-RN State Board testing | First time Pass rate greater than 90% | Traditional Classroom | 41 | 41 | 98.0% | 95.0% | Met | |
| Pharmacy Technology | PT 1 | PHM150 | Field Experience / Practicum | Evaluation | 100% of students will receive 70% or higher on final evaluation | Traditional Classroom | | | 100.0% | 100.0% | Met | |
| Pharmacy Technology | PT 2 | PHM160 | Field Experience / Practicum | Evaluation | 100% of students will receive 70% or higher on final evaluation | Traditional Classroom | | | 100.0% | 100.0% | Met | |
| Pharmacy Technology | PM 1 | PHM241 | Demonstration / Applied Exam | Evaluation | 100% of students will receive 70% or higher on final evaluation | Hybrid | | | 100.0% | 100.0% | Met | |

**Humanities & Communications: 2014–15 Program Learning Outcomes Assessment Roll-up**

| Discipline Area | Outcome | Course Assessed (Course ID) | Assessment Tool Type | Assessment Tool Description: Phrase or sentence | Benchmark / Target | Delivery Method | # of students in class | # Assessed | 2013–14 Results | 2014–15 Results | Result Status | Comments: Reflect on process, results, implications |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Visual Communications | 1-6 | VC284 | Portfolio / Capstone Project | Student Portfolio review document | 90% of the graduating students will earn no less than 84% on the portfolio review rubric with no single component being less than 75% of the total possible score. | Traditional Classroom | 16 | 16 | Met | Met | Met | Most students continue to meet our benchmark in VC284 Portfolio, though there have been some exceptions in the past few years. One future goal would be to sharpen the focus of the benchmark to more accurately reflect the quality of each individual student's portfolio. We will continue to review our benchmark and the results as the year progresses. |
| | | | | | | Online | | | | | | |
| | | | | | | College Cr. Now | | | | | | |
| | | | | | | Hybrid | | | | | | |

**Human Services, Business & Technology: 2014–15 Program Learning Outcomes Assessment Roll-up**

| Discipline Area | Outcome | Course Assessed (Course ID) | Assessment Tool Type | Assessment Tool Description: Phrase or sentence | Benchmark / Target | Delivery Method | # of students in class | # Assessed | 2013–14 Results | 2014–15 Results | Result Status | Comments: Reflect on process, results, implications |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Accounting | 2, 3 | BA177 | Demonstration / Applied Exam | Payroll Accounting – Demonstrate ability to process payroll through completion of computerized payroll project | 90% of students Passing rate of 80% or better | Traditional Classroom | | | | | | |
| | | | | | | Online | | | 80% | 83% | | |
| | | | | | | College Cr. Now | | | | | | |
| | | | | | | Hybrid | | | 90% | | | |
| Accounting | 8 | BA228 | Demonstration / Applied Exam | Payroll Accounting – Demonstrate ability to process payroll through completion of computerized payroll project score rate | 90% of students Passing rate of 80% or better | Traditional Classroom | | | | | | |
| | | | | | | Online | | | 92% | 83% | | |
| | | | | | | College Cr. Now | | | | | | |
| | | | | | | Hybrid | | | 91% | | | |
| Accounting | 9 | BA268 | Written Exam (paper or computer) | Bookkeepers Readiness Test | 50% of students Passing rate of 75% or better | Traditional Classroom | | | | | | |
| | | | | | | Online | | | 72% | 5400.0% | | |
| | | | | | | College Cr. Now | | | | | | |
| | | | | | | Hybrid | | | 50% | | | |
| Business Technology | OFC 1-2 | CA122 | Demonstration / Applied Exam | Microsoft Word Processing 1. Students type a business letter in correct format. Students need to spell check and proof for errors in typing and format. | 80% of the students earn an 8 out of 10 on the assignment. | Traditional Classroom | 60 | 60 | 85.0% | 93.0% | Met | |
| | | | | | | Online | | | | | | |
| | | | | | | College Cr. Now | | | | | | |
| | | | | | | Hybrid | | | 85.0% | | | |
| Business Technology | OFC 3 | CA122 | Demonstration / Applied Exam | Windows Basics. Final assessment evaluating file management. | 80% of attempted assessment items correct or with minor errors | Traditional Classroom | 60 | 60 | 95.0% | 88.0% | Met | |

| Program | Course | Assessment | Description | Target | Modality | N | Results | Met/Not Met | Use of Results |
|---|---|---|---|---|---|---|---|---|---|
| Business Technology | BTC 1-4, CA213 | Portfolio / Capstone Project | Covers word processing and spreadsheets processes that authentically represent business technology workplace environment. Specific assessment: One word processing flyer, one Excel spreadsheet, and one Excel chart. | 80% of capstone project documents are mailable | Online, College Cr. Now, Hybrid, Traditional Classroom | 16, 16 | 95.0% 61.0%, 66.0% | Not Met | Grammar, spelling, and punctuation errors. 'Common sense' errors. Weak titles and legends. We are considering splitting the test, having it earlier in the term, and/ or requiring BT112 (Proofreading) as a prerequisite. We are wondering if the students are particularly nervous knowing that this is a program assessment (test). Brainstorming: Include a review from guest speakers as done in BT271? Add more items to the student checklist? Offer a practice assessment at the beginning of the term? How to further help the student relate to the expectations on the job? |
| | | | | | Online, College Cr. Now, Hybrid | | | | |

| Program | Outcome | Course | Assessment Method | Assessment Description | Criteria | Mode | N | N | Target | Result | Status | Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Business Technology | All AAS Outcomes | BT271 | Portfolio / Capstone Project | Assessment requiring intermediate- to advanced- level word processing, spreadsheet, and database that authentically represent an office work environment. Specific tasks: Create an Access report and Excel document. Create a QuickBooks purchase order or invoice. | 80% of capstone project documents are mailable | Traditional Classroom | 9 | 9 | 90.0% | 78.0% | Almost Met | Excel--Using no formulas; using inappropriate formulas. Access-- Labels not matching data; Format challenges; Query troubles. |
| | | | | | | Online | | | | | | |
| | | | | | | College Cr. Now | | | | | | |
| | | | | | | Hybrid | | | | | | |
| Business Technology | All AAS Outcomes except BT 3 | BT271 | Written Assignment / Research Project | Write a formal business "Bad News" letter to a customer which demonstrates the following principles of business communication: proper opening and closing of a letter; appropriate page layout; and formal grammar, punctuation, spelling, and style (including "you attitude," positive language, and active voice). | 75% of students produce a mailable-quality letter | Traditional Classroom | 7 | 7 | 75.0% | 85.0% | Met | Comma and semicolon errors are the most prevalent problem. Wording (content) problems the next prevalent-- being repetitive, being wordy, etc. Miscellaneous errors after that. Ideas: Offer additional grammar review in the class? |
| | | | | | | Online | 9 | 9 | 75.0% | 66.0% | Not Met | |
| | | | | | | College Cr. Now | | | | | | |
| | | | | | | Hybrid | 7 | 7 | 75.0% | 71.0% | Almost Met | |
| Business Technology | AA 1 | BT271 | Solving a Problem | Reconcile a bank statement | 80% of students score 85% or higher on the problem | Traditional Classroom | 9 | 9 | 85.0% | 88.0% | Met | TC--Three students out of nine did not balance. One of those three had major errors. The others were formulas errors for which time restraints prevented fixing. HY--Two out of seven did not balance. One had major errors. |
| | | | | | | Online | | | | | | |
| | | | | | | College Cr. Now | | | | | | |
| | | | | | | Hybrid | 7 | 7 | 85.0% | 85.0% | Met | |
| Computer Information Systems | No Assessment Results | | | | | | | | | | | No Assessment Results Reported |

| Program | Course | Outcomes | Assessment Measure | Assessment Tool | Criteria | Mode | | | | | Result | Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Early Childhood Education | ECE 1-4 | ECE261 | Field Experience / Practicum | Student Practicum Evaluation Tool | 90% of the students will score an average of 3.0 or better using the four point scoring scale. | Traditional Classroom | 10 | 10 | 61.0% | 90.0% | Met | The 90% was a result of a student self advising into the wrong class and she failed to drop which resulted in an F grade. Mandatory advising should help with this issue. |
| | | | | | | Online | | | | | | |
| | | | | | | College Cr. Now | | | | | | |
| | | | | | | Hybrid | | | | | | |
| Early Childhood Education | ECE 5-8 | ECE262 | Field Experience / Practicum | Student Practicum Evaluation Tool | 90% of the students will score an average of 3.0 or better using the four point scoring scale. | Traditional Classroom | 11 | 11 | 91.0% | 100.0% | Met | We have been focusing on retention and advising of students and feel like that is reflective of these numbers. |
| | | | | | | Online | | | | | | |
| | | | | | | College Cr. Now | | | | | | |
| | | | | | | Hybrid | | | | | | |
| Human Services | AS 1-6 AC 1 SS 1 | | Field Experience / Practicum | Practicum Final Evaluation | 90% of students will be "Meet" or "Exceed Expectation" in each category of the Practicum Final Evaluation. | Traditional Classroom | | | | 100.0% | | |
| | | | | | | Online | | | | | | |
| | | | | | | College Cr. Now | | | | | | |
| | | | | | | Hybrid | | | | | | |
| Human Services | AS 1 | HS217 and 266 | Indirect measure (e.g., student survey) | Student Self-Evaluation about that they have entry level workplace knowledge and skill, average response to all questions | 90% of the students will self assess that they "Agree" or "Strongly Agree" | Traditional Classroom | | | | 93.5% | | |
| | | | | | | Online | | | | | | |
| | | | | | | College Cr. Now | | | | | | |
| | | | | | | Hybrid | | | | | | |

| Human Services | HW 1-4 | HS284-285N | Portfolio / Capstone Project | Practicum Final Evaluation | 80% of students will be "Meet" or "Exceed Expectation" in each category of the Practicum Final Evaluation. | Traditional Classroom | 100.0% |
|---|---|---|---|---|---|---|---|
| | | | | | | Online | |
| | | | | | | College Cr. Now | |
| | | | | | | Hybrid | |
| Human Services | HW 1 | HS284-285N | Portfolio / Capstone Project | Ratings from field supervisor on 5 essential service skills | 80% of students will be "Meet" or "Exceed Expectation" in each category of the Practicum Final Evaluation. | Traditional Classroom | 100.0% |
| | | | | | | Online | |
| | | | | | | College Cr. Now | |
| | | | | | | Hybrid | |
| Human Services | HW 2 | HS154 | Written Assignment / Research Project | Ratings from faculty on 5 performance outcomes | 80% of students will score 70% or better | Traditional Classroom | 100.0% |
| | | | | | | Online | |
| | | | | | | College Cr. Now | |
| | | | | | | Hybrid | |
| Human Services | HW 3, 4 | HS171 or HE251 | Written Exam (paper or computer) | Multiple choice and essay exam | 80% of students will score 70% or better | Traditional Classroom | 100.0% |
| | | | | | | Online | |
| | | | | | | College Cr. Now | |
| | | | | | | Hybrid | |
| Management | | No Assessment Results | | | | | No Assessment Results Reported |

**Yamhill Valley Campus: 2014–15 Program Learning Outcomes Assessment Roll-up**

| Discipline Area | Outcome | Course Assessed (Course ID) | Assessment Tool Type | Assessment Tool Description: Phrase or sentence | Benchmark / Target | Delivery Method | # of students in class | # Assessed | 2013–14 Results | 2014–15 Results | Result Status | Comments: Reflect on process, results, implications |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Vineyard Management | | No Assessment Results | | | | | | | | | | No Assessment Results Reported |
| Horticulture | | No Assessment Results | | | | | | | | | | No Assessment Results Reported |
| Wine Business | | No Assessment Results | | | | | | | | | | No Assessment Results Reported |
| Winemaking | | No Assessment Results | | | | | | | | | | No Assessment Results Reported |
| Hemodialysis Technician | 1 | HEM101 | Lab | | 80% | Traditional Classroom | 38 | 30 | 100.0% | 79.0% | Almost Met | Students develop skills on machine and basic patient care. All students successfully completed skills check and knowledge base by test performance. |
| Hemodialysis Technician | 1 | HEM102 | Field Experience / Practicum | | 90% | Traditional Classroom | 27 | 25 | 95.00% | 92.0% | Met | Students have hands on experience with patients and machines. Perfoming skills in a dialysis setting being supervised by a preceptor. Students who have a successful clinical experince (and complete a mininum of 64 hours) and are signed off by preceptor on skills will be able to continue to HEM103. |
| Hemodialysis Technician | 4 | HEM103 | Written Exam (paper or computer) | | 95% | Traditional Classroom | 25 | 25 | 100.0% | 100.0% | Met | Students have hands on experience with patients and machines. Perfoming skills in a dialysis setting being supervised by a preceptor. Students who have a successful clinical experince (and complete a mininum of 128 hours) and are signed off by preceptor on skills. Students are assesed using a nationally accepted pretest for their Certified Clinical Hemodialysis Technician examination. |
| Hospitality and Tourism | HMC 2 | HTM109 | Other | RATEsim simulation | 80% of class will complete with a "C" or higher | Online | 27 | 25 | 82.0% | 84.0% | Met | WIll continue to use the assessment tool and request budget dollars for the simulation license |

| Program | Outcome | Course | Assessment 1 | Assessment 2 | Criterion | Mode | N1 | N2 | % 1 | % 2 | Met | Action |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Hospitality and Tourism | HMC 3 | HTM107 | Other | F&Bsim Simulation | 80% of class will complete with a "C" or higher | Online | 32 | 28 | 84.0% | 88.0% | Met | WIll continue to use the assessment tool and request budget dollars for the simulation license |
| Hospitality and Tourism | HMC 1 | HTM127 | Demonstration / Applied Exam | Sales Presentation | 80% of class will complete with a "C" or higher | Online | 24 | 20 | 82.0% | 90.0% | Met | We will be reevaluating this outcome and assessment in 2015-16 for the new program revision to be launched in AY 2016-17 |
| Hospitality and Tourism | EM 1 | HTM203 | Solving a Problem | Sales Presentation, portfolio rubric | 80% of class will complete with a "C" or higher | Online | 27 | 24 | 86.0% | 92.0% | Met | We will be reevaluating this outcome and assessment in 2015-16 for the new program revision to be launched in AY 2016-17 |
| Hospitality and Tourism | EM 2 | HTM226 | Solving a Problem | Case Studies, portfolio rubric | 80% of class will complete with a "C" or higher | Online | 7 | 7 | 84.0% | 100.0% | Met | We will be reevaluating this outcome and assessment in 2015-16 for the new program revision to be launched in AY 2016-17 |
| Hospitality and Tourism | HM 3, 4 TT4 | HTM290 | Portfolio / Capstone Project | HOTELsim | 100% of students will achieve a final assessment of 80% or better | Online | 21 | 18 | 96.0% | 89.0% | Met | WIll continue to use the assessment tool and request budget dollars for the simulation license |
| Hospitality and Tourism | HM 2, 3 | HTM244 | Field Experience / Practicum | Rubric | 100% of students will achieve a "B" or better. | Online | 0 | 0 | 100.0% | N/A | | No students opted for the Practicum in AY 2014-15. We will be reevaluating this outcome and assessment in 2015-16 for the new program revision to be launched in AY 2016-17 |
| Hospitality and Tourism | HM 1 | HTM203 | Solving a Problem | Marketing Plan | 80% of students score 80% or higher | Online | 27 | 24 | 86.0% | 92.0% | Met | We will be reevaluating this outcome and assessment in 2015-16 for the new program revision to be launched in AY 2016-17 |
| Hospitality and Tourism | TTC 2 | HTM223 | Demonstration / Applied Exam | workbook and final exam, 85% of total points possible to earn VIASYNC Certification | 80% complete the course with a total accumulated points at 85% or higher | Online | 24 | 23 | 95.0% | 96.0% | Met | We will be reevaluating this outcome and assessment in 2015-16 for the new program revision to be launched in AY 2016-17 |
| Hospitality and Tourism | TTC 1 | HTM236 | Written Assignment / Research Project | Case Studies | 80% of students score 80% or higher | Online | 15 | 15 | 85.0% | 80.0% | Met | We will be reevaluating this outcome and assessment in 2015-16 for the new program revision to be launched in AY 2016-17 |

| Program | Outcomes | Course | Method | Assessment | Criterion | Delivery | | | | | Met | Comments |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Hospitality and Tourism | TT2, 3 | HTM244 | Field Experience / Practicum | Practicum Portfolio Rubric | 100% of students will achieve a "B" or better. | Online | 0 | 0 | 100.0% | N/A | | No students opted for the Practicum in AY 2014-15. We will be reevaluating this outcome and assessment in 2015-16 for the new program revision to be launched in AY 2016-17 |
| Hospitality and Tourism | TT 1 | HTM203 | Solving a Problem | Case Study | 80% of students score 80% or higher | Online | 27 | 24 | 86.0% | 92.0% | Met | We will be reevaluating this outcome and assessment in 2015-16 for the new program revision to be launched in AY 2016-17 |
| Medical Assisting | 1, 3, 5 | MED124, 125 | Demonstration / Applied Exam | 100 question closed book, closed note exam | Class average score 80% | Hybrid | 30 | 27 | 92.0% | 100.0% | Met | A variety of teaching methods, including group discussions, group work, audio/visual, and kinesthic activities, are used in both lecture and lab to meet the variety of learning styles students possess. |
| Medical Assisting | 1, 2 | MED124, 125, 130 | Lab | Clinical skills evaluations (graded pass/fail) | 80% of students will pass | Hybrid | 30 | 27 | 92.0% | 100.0% | Met | Students are grouped together for various projects. This gives students mulitiple viewpoints on how to perform specific medical assisting skills.  This allows them to perfect their skill set. |
| Medical Assisting | 1-5 | MED132 | Field Experience / Practicum | Externship site evaluation - overall score | Class average score 85% | Hybrid | 27 | 27 | 92.0% | 100.0% | Met | Feed back from externship site mangers indicate Chemeketa students have a higher caliber. Externsites request additional training on EMR systems. |
| Medical Assisting | 1-5 | MED130 | Demonstration / Applied Exam | NCCT certification exam (NCMA) | 85% pass rate | Hybrid | 27 | 25 | 95.0% | 92.0% | Met | Two students did not pass the NCCT Exam on the first attempt.  Did retest 30 days later and pass the NCCT exam. Cohort had 100% pass rate. |
| Speech Language Pathology Asst | 1 | SLP184 | Presentation / Performance | Videotaped sample of an executed lesson plan, including a self-assessment and rubric | 90% of the students will achieve a minimum of 46 total points on the rubric. | Online | 38 | 38 | 96.0% | 92.0% | Met | We had 3 students out of 38 who scored below the ceiling set. Overall this assesment piece continues to be a good indicator of competency and we continue to see consistent progress. We will continue to use this tool as a measurement indicator. |
| Speech Language Pathology Asst | 1 | SLP184 | Demonstration / Applied Exam | rubric which examines the student's ability to follow a lesson plan and adapt the material as needed depending on the client's age and abilities. | 90% of the students will achieve a minimum of 46 total points on the rubric. | Online | 38 | 38 | 96.0% | 92.0% | Met | This continues to be an assessment tool that causes students to stretch and apply the knowledge and skills they have gained through the SLPA program. Our results continue to be consistent. The students who struggled, tend to be the students who have struggled throughout the program, not isolated to this class. |

| Program | | Course | Measure | | Criterion | Method | | | | | Result | Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Speech Language Pathology Asst | 1 | SLP184 | Demonstration / Applied Exam | ability to set up a successful therapy environment | 90% of the students will achieve a minimum of 46 total points on the rubric. | Online | 38 | 38 | 96.0% | 92%% | Met | Our students continue to demonstrate readiness for application of skills and knowledge as they progress through practicum. Students are consistently showing that they are successful in the practicum setting by demonstrating competency in the core skills required for licensing and competency of skills. |
| Speech Language Pathology Asst | 2 | SLP190 | Field Experience / Practicum | Rubric | 90% of the students will achieve a "meets" score in all 4 areas of the rubric. | Online | 42 | 42 | 100.0% | 100.0% | Met | |
| Speech Language Pathology Asst | 2 | SLP190 | Solving a Problem | Completion of necessary paperwork | 90% of the students who enroll in the practicum course will earn a AAS degree or Certificate of Completion from Chemeketa Community College. | Online | 42 | 42 | 100.0% | 100.0% | Met | |

## CTE Programs: 2014–15 Program Learning Outcomes Assessment Roll-up

| Discipline Area | # Assessments Given | # Assessed (duplicated)* | 2013–14 Average Results | 2014–15 Average Results |
|---|---|---|---|---|
| **Applied Technologies** | | | | |
| Apprenticeship, Electrician | 2 | 36 | 100% | 100% |
| Apprenticeship, HVAC | 2 | 17 | 100% | 100% |
| Apprenticeship, Plumbing | 2 | 22 | 100% | 100% |
| Apprenticeship, Sheetmetal | 2 | 6 | 100% | 100% |
| Automotive Technology, AAS | 4 | --- | 99.5% | 100% |
| Automotive Technology, Machining | 3 | --- | 57.9% | 79.2% |
| Automotive Technology, Auto Body | 4 | --- | 93.8% | 100% |
| Cooperative Work Exp. | 4 | 308 | 72.1% | 100% |
| Drafting Technology | 7 | 135 | 84.5% | 83.6% |
| Engineering (Transfer Level) | 2 | --- | 92.0% | --- |
| Electronics Technology, Cert. | 2 | 58 | 95.0% | 85.0% |
| Electronics Technology, Elt. Engrg. | 5 | 162 | 97.6% | 94.4% |
| Electronics Technology, Ind. Elt. | 1 | 10 | 100% | 92.0% |
| Electronics Technology, Comp. Elt. | 1 | 3 | 100% | 100% |
| Electronics Technology, Renw. Enrg. Mgmt. | 1 | 5 | 100% | 100% |
| Machining Technology | 5 | --- | 98.8% | 91.7% |
| Occupational Skills Training | 2 | --- | 87.0% | 89.0% |
| Welding Technology | 4 | 69 | 95.3% | 100% |
| **Emergency Services** | | | | |
| Criminal Justice | --- | --- | --- | --- |
| Emergency Medical Technology | 8 | --- | 98.3% | --- |
| Fire Protection Technology, Fire Prevention | 2 | 10 | 100.0% | 100.0% |
| Fire Protection Technology, Fire Suppression | 3 | 60 | 100.0% | 100.0% |
| **Health Sciences** | | | | |
| Dental Assisting | --- | --- | --- | --- |
| Health Information Management | 1 | 33 | --- | 97% |
| Nursing Education | 4 | 187 | 95.9% | 97% |
| Pharmacy Technology | 3 | --- | 100.0% | 100.0% |
| **Humanities & Communications** | | | | |
| Visual Communications | 1 | 16 | Met | Met |

| Human Svcs, Business & Technology | | | | |
|---|---|---|---|---|
| Accounting | 3 | --- | 79.2% | 73.3% |
| Business Technology, Office Fund. Cert. | 2 | 120 | 90.0% | 90.5% |
| Business Technology, Bus. Tech. Cert. | 1 | 16 | 61.0% | 66.0% |
| Business Technology, All AAS Degrees | 3 | 48 | 80.8% | 78.8% |
| Computer Information Systems | --- | --- | --- | --- |
| Early Childhood Education | 2 | 21 | 76.0% | 95.0% |
| Human Services, Addiction & Soc. Svc. | 2 | --- | --- | 96.8% |
| Human Services, Trad. Health Worker | 2 | --- | --- | 100.0% |
| Management | --- | --- | --- | --- |
| **Yamhill Valley Campus** | | | | |
| Horticulture | --- | --- | --- | --- |
| Vineyard Management | --- | --- | --- | --- |
| Wine Business | --- | --- | --- | --- |
| Winemaking | --- | --- | --- | --- |
| Hemodialysis Technician | 3 | 80 | 98.3% | 90.3% |
| Hospitality and Tourism, Hospitality Mgmt Cert. | 3 | 73 | 82.7% | 87.3% |
| Hospitality and Tourism, Event Mgmt | 2 | 31 | 85.0% | 96.0% |
| Hospitality and Tourism, Hospitality Mgmt AAS. | 3 | 42 | 94.0% | 90.5% |
| Hospitality and Tourism, Travel & Tourism | 4 | 62 | 91.5% | 89.3% |
| Medical Assisting | 4 | 106 | 92.8% | 98.0% |
| Speech Language Pathology Asst. | 5 | 198 | 97.6% | 96.0% |

*The # Assessed column represents the total number of assessments reported by each program. "Duplicated" assessments indicates the same student may be assessed multiple times. Most CTE programs assess every student for each program outcome. Outcomes may be assessed comprehensively in a single final capstone assessment, or individually in a series of assessments. This number represents the total number of assessments reported by each program, not the number of unique students assessed.

**Appendix E**

**Developmental Education Outcomes and Assessment**

**Developmental Ed PLO information:**

| Program | Adult Basic Skills Outcome | Program Learning Outcome | Course where assessment is embedded | Assessment type | Assessment description | How scored | Benchmark target |
|---|---|---|---|---|---|---|---|
| ESOL | ESOL B2 Reading and Writing | Locate information on specific topics using text, titles and non-textual information to respond to simple test questions and to complete tasks related to everyday life.<br><br>Write a series of related sentences and questions to form a paragraph. | **XELL 0722Y** | eCASSAS (nationally normed standardized online test) | Normed assessment test used for national Title II reporting | Electronic-ally scored | CASAS score of 223 or higher |
| ESOL | ESOL C2 Reading and Writing | Apply prior knowledge of the content and situation, including cultural understanding, to support comprehension.<br><br>Use a multi-step (invention, organizing, drafting, revising, editing) process to produce short, focused compositions and essays for a limited number of specific purposes, situations, and audiences. | **XELL 0732R/W** | eCASSAS (nationally normed standardized online test) | Normed assessment test used for national Title II reporting | Electronic-ally scored | CASAS score of 230 or higher |
| | | | | | | | |

| Program | Adult Basic Skills Outcome | Program Learning Outcome | Course where assessment is embedded | Assessment type | Assessment description | How scored | Benchmark target |
|---|---|---|---|---|---|---|---|
| **Dev Ed Reading** | **Credit Dev Ed Reading** | Identify topics, main ideas, and major/minor details in college level reading selections.<br><br>Identify and apply a variety of study-reading strategies to improve comprehension and retention. | **RD 90** | Assessment created by Reading / Study Skills faculty | Rubric Cross graded | Portfolio<br><br>Instructor graded | 80% or higher |
| **Dev Ed Writing** | **Credit Dev Ed Writing** | Practice an essay writing process that involves invention strategies, drafting, peer review, revision, and editing.<br><br>Write coherent paragraphs to include topic sentence, detailed support, with clear transitions. | **WR 90** | Assessment created by Writing faculty | Written assessment | Rubric Cross graded | 80% or higher |
| **Study Skills** | **Credit Dev Ed Reading** | Apply active and experimental learning activities to time management techniques | **SS 115** | LASSI | Normed Test | Electronic-ally | 75% percentile or higher |

| Program | Adult Basic Skills Outcome | Program Learning Outcome | Course where assessment is embedded | Assessment type | Assessment description | How scored | Benchmark target |
|---|---|---|---|---|---|---|---|
| ABE / GED | GED Math 2 | Solve multi-step equations, including linear equations and inequalities. Determine the different attributes of 2-and-3 dimensional figures, including area, perimeter, volume, and surface area and predict impact of changes in dimensions | XACT 1306E | eCASSAS (nationally normed standardized online test) | Normed assessment test used for national Title II reporting | Electronic-ally scored | CASAS score of 230 or higher |
| ABE / GED | GED Language Arts 2 | Make inferences about implied main ideas or about relationships between ideas. Produce a written response to a text citing specific evidence from the text and using appropriate organizational structure and vocabulary. | XACT 1707C | eCASSAS (nationally normed standardized online test) | Normed assessment test used for national Title II reporting | Electronic-ally scored | CASAS score of 230 or higher |
| ABE / GED | GED Science & Social Studies 2 | Design experiments using scientific method and evaluate experimental design. Use sources to create written responses to social studies test questions and support those responses with evidence. | XABE 1607C | eCASSAS (nationally normed standardized online test) | Normed assessment test used for national Title II reporting | Electronic-ally scored | CASAS score of 230 or higher |

**ESOL B2 R/W (XELL 0722Y)**

- Locate information on specific topics using text, titles and non-textual information to respond to simple test questions and to complete tasks related to everyday life.
- Write a series of related sentences and questions to form a paragraph.

**ESOL C2 R/W (XELL 0732R/W)**

- Apply prior knowledge of the content and situation, including cultural understanding, to support comprehension.
- Use a multi-step (invention, organizing, drafting, revising, editing) process to produce short, focused compositions and essays for a limited number of specific purposes, situations, and audiences.

**RD 90**

- Identify topics, main ideas, and major/minor details in college level reading selections.

Identify and apply a variety of study-reading strategies to improve comprehension and retention.

**WR 90**

- Practice an essay writing process that involves invention strategies, drafting, peer review, revision, and editing.
- Write coherent paragraphs to include topic sentence, detailed support, with clear transitions.

**SS 115**

- Apply active and experimental learning activities to time management techniques.
- Develop and apply a long-term academic schedule to meet identified goals.

**GED Math 2 (XACT 1306E)**

- Solve multi-step equations, including linear equations and inequalities
- Determine the different attributes of 2-and-3 dimensional figures, including area, perimeter, volume, and surface area and predict impact of changes in dimensions

**GED Language Arts 2 (XACT 1707C)**

- Make inferences about implied main ideas or about relationships between ideas.
- Produce a written response to a text citing specific evidence from the text and using appropriate organizational structure and vocabulary.

**GED Science & Social Studies 2 (XACT 1607C)**

- Design experiments using scientific method and evaluate experimental design.
- Use sources to create written responses to social studies test questions and support those responses with evidence.

**Standards and sources:**

Vision for the Oregon ABS Learning Standards:

http://www.oregonabslearningstandards.org/acknowledgements.html

The Oregon Adult Basic Skills Learning Standards support students in developing the knowledge and skills they need to achieve their goals as family members, workers, community members, and lifelong

learners. The Learning Standards and their corresponding frameworks are accessible and practical tools used by teachers, program administrators, professional developers, and State leadership.

Each Learning Standard Framework supports learning by providing:

- An articulation of key sets of knowledge and skills which are transferable to postsecondary education/training, employment, family self-sufficiency, civic participation, and lifelong learning
- A clearly-delineated continuum of skill development that guides goal-setting, curriculum, instruction, assessment, and accountability
- A focus for instruction and formal and informal assessment to supplement the State-approved standardized assessments (i.e., CASAS, BEST Plus, GED)
- Consistency in expectations across programs for learners who transfer between institutions

The Learning Standard Frameworks build the Oregon ABS system by:

- Supporting student transition to postsecondary education/training and work
- Supporting program efforts in course development or revision as part of college institutional effectiveness goals and individual program goals
- Providing a common language for the system to talk about teaching and learning
- Providing the basis for statewide professional development grounded in research and best practice

| Developmental Education Programs:<br>2014–15 Program Learning Outcomes Assessment Roll-up | | | | |
|---|---|---|---|---|
| **Discipline Area** | **# Assessments Given** | **# Assessed (duplicated)*** | **2013–14 Average Results** | **2014–15 Average Results** |
| ABE/GED | 2 | --- | --- | 53.1% |
| Dev Writing | 1 | 1102 | 77.3% | 75.2% |
| Dev Reading | 2 | --- | 82.2% | 75.0% |
| Study Skills | 9 | 616 | 75.0% | 73% |
| *The # Assessed column represents the total number of assessments reported by each discipline. "Duplicated" assessments indicates the same student may be assessed multiple times.  Outcomes may be assessed comprehensively in a single assessment, or individually in a series of assessments. This number represents the total number of assessments reported by each program, not the number of unique students assessed | | | | |

**Appendix F**

**Annual Program Planning Form**

# 2015-16 Annual Program Planning Form

| Author | | Dean | |
|--------|--|------|--|
| **Program** | | **Sponsor** | |

Our accreditation standards require that we document program-level analysis, data-driven planning and continuous improvement activities. This document provides a framework for your program to analyze and reflect quarterly on activities, institutional data, assessment results and progress towards your goals. Completed Annual Program Plans will be reviewed by Deans and used to prepare Department Plans. Individual program plans and Department plans will be posted on the Strategic Planning Dashboard Site.

This planning form contains two sections for your program to address each quarter and at the end of the academic year. In **Section One** you will examine the current state of your program and add your observations and analysis. Your answers should be brief but substantive. In **Section Two** you will identify projects, and explain how they relate to college and department priorities. Programs that have completed program review will find their recommendations pre-populated in the form.

You will use your analysis and proposed projects during budget discussions and other planning and review activities. This document should remain in the folder where it is currently housed. You can access it through your Google drive from any computer, on or off campus.

*Contact Julie Peters (503.399.6531) or Gary West (503.315.4590) for assistance with this form or your department planning. Contact the Teaching and Learning Center (503.399.5232) for assistance with Program Learning Outcomes or assessment tools.*

## Section 1 - Program Analysis

**1. Review the institutional data for your program (retention, completion, demographics, etc.) and your program learning outcome (PLO) assessment data. What does the information tell you?**

Summer/Fall Observations:

Winter Observations:

Annual End of Year Observations:

**2. What were your achievements? Did you make progress towards your goals?**

Summer/Fall Observations:

Winter Observations:

Annual End of Year Observations:

**3. What challenges has your program faced? What internal or external factors affected the results**

Summer/Fall Observations:

Winter Observations:

| |
|---|
| Annual End of Year Observations: |
| **4. Based on this analysis, what program goals might you consider for implementation in the upcoming year?** |
| Summer/Fall Observations: |
| Winter Observations: |
| Annual Goals for the upcoming Year: |

**Based on the analysis in Section 1, what goals and projects do you plan to undertake or revise? Add rows to this table as necessary to list additional program goals or projects. Please cluster projects under Core Themes.**

*Note: This form has been pre-populated with recommendations developed during your program review.*

**ISS Priorities:**

- Program Learning Outcome Assessment - Data collection and assessment/scoring revision
- Development of low-cost texts for students
- Developmental Ed redesign
- Move to majors in programs for Transfer Students
- New CTE programs and needed upgrades

## Section 2 - Program Goals and Projects

| 2015-16 Goals & Projects | Status<br>*New,*<br>*In progress,*<br>*Completed* | Comments |
|---|---|---|
| Core Theme 1: Academic Quality | | |
| | | |
| | | |
| | | |
| Core Theme 2: Access | | |
| | | |
| | | |

Appendix F | Chemeketa Community College

| | | Core Theme 3: Community Collaboration | | | | Core Theme 4: Student Success | | | |
|---|---|---|---|---|---|---|---|---|---|---|

**Appendix G**

**Learning Outcomes Assessment Data Collection Form**

✏ **Request edit access**

# History 201: History of the United States

Ability to prepare a written analysis of historical documents, issues, or ideas

* Required

**CRN** *

[                    ]

**Instructor** *

[                    ]

**Term** *
(Summer, Fall, Winter, Spring?)

[                    ]

**Delivery Method** *

◯ College Credit Now
◯ Hybrid Classroom
◯ Online
◯ Traditional Classroom

**Campus Location** *

◯ Brooks
◯ College Inside
◯ Dallas
◯ High School
◯ Online
◯ Salem
◯ Woodburn

○ Yamhill

## Number of Students in Class *

## Number of Students Assessed *

## Number Students receiving 90-100% *

## Number Students receiving 80-89% *

## Number Students receiving 70-79% *

## Number Students receiving less than 70% *

## Comments

Submit

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**Appendix H**

**Mission Fulfillment Status Update**

# Progress Towards Mission Fulfillment:  Status (Conceptual)

**Chemeketa** Community College *Chemeketa provides opportunities for students to explore, learn, and succeed through quality educational experiences and workforce training.*

Chemeketa defines "acceptable threshold" as the achievement or substantial achievement of the outcomes for each core theme at the end of the accreditation cycle. If 75% of the intended outcomes have been achieved, acceptable thresholds of mission fulfillment have been reached for the core theme. Thus, Chemeketa defines mission fulfillment as achievement of acceptable thresholds for its core themes. Current Status at the Core Theme level indicates the percent of measures reporting a status of *On Pace* or *Some Progress.*

| Core Theme: Academic Quality | | | | | | | Current Status 66.7% | |
|---|---|---|---|---|---|---|---|---|
| Quality programs, instruction, and support services are provided to students. | | | | | | | | |

**Objective A:** Programs and service areas participate in regular continuous improvement processes to ensure high quality.

**Key Performance Indicator:** Continuous Improvement

**Measure:** Measure 1 (3 years of example data shown for illustration)

**Intended Outcome:** 100% (example)

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Intended Outcome | Current Status |
|---|---|---|---|---|---|---|---|---|
| 40% | 52% | 64% | | | | | 100% | On Pace |

Measure: Measure 2  (3 years of example data shown for illustration)

**Intended Outcome:** 80% (example)

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Intended Outcome | Current Status |
|---|---|---|---|---|---|---|---|---|
| 52.0% | 54.0% | 55.0% | | | | | 80% | Off Pace |

Measure: Measure 3 (3 years of example data shown for illustration)

**Intended Outcome:** 80% (example)

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Intended Outcome | Current Status |
|---|---|---|---|---|---|---|---|---|
| 62.0% | 64.0% | 66.0% | | | | | 80% | Some Progress |

**Objective B:** Students and business clients are satisfied with their educational experiences.

**Key Performance Indicator:** Student Satisfaction

**Measure:** Measure 1

**Intended Outcome:**

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Intended Outcome | Current Status |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

**Measure:** Measure 2

**Intended Outcome:**

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Intended Outcome | Current Status |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

**Objective C:** Facilities with up to date technology and equipment create an enriched learning environment.

**Key Performance Indicator:** Instructional Environment

**Measure:** Measure 1

**Intended Outcome:**

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Intended Outcome | Current Status |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

| Objective D: Courses and programs align with academic and industry standards. |
|---|
| **Key Performance Indicator:** Instructional Standards |

**Measure:** Measure 1

Intended Outcome:

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Intended Outcome | Current Status |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |

**Measure:** Measure 2

**Intended Outcome:**

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Intended Outcome | Current Status |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |

| Objective E: The college hires a diverse and well-qualified workforce and invests in professional development and training. |
|---|
| **Key Performance Indicator:** Qualified Workforce |

**Measure:** Measure 1

**Intended Outcome:**

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Intended Outcome | Current Status |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |

**Measure:** Measure 2

**Intended Outcome:**

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Intended Outcome | Current Status |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |