



OCCC ASSESSMENT PLAN AND HANDBOOK

2022 Updated



OREGON COAST
COMMUNITY COLLEGE

OREGON COAST COMMUNITY COLLEGE | OFFICE OF INSTRUCTION

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OCCC Outcomes Assessment Plan

Evolution of Assessment at OCCC

The history of assessment at Oregon Coast Community College was significantly influenced by its early involvement (2013-14) with Achieving the Dream (ATD), a nation-wide organization that advocates for an assessment-driven culture to promote an evidence-based understanding of and response to student achievement, as a means to continuous improvement in student success. Focused on student success, the College wanted to capture information about challenge and transition points during students' time at the College, and, in response, to implement supports for students to assist them through these transitions.

Achieving the Dream provided this potential, with the goal of improved student outcomes and reduced achievement gaps. Since then, OCCC has immersed itself in a College-wide emphasis on and involvement in the assessment and evaluation of student success. Qualitative assessments are administered, including the Survey of Entering Student Engagement (SENSE), and the Community College Survey of Student Engagement (CCSSE), both of which give the College the ability to benchmark itself against other peer Colleges around the nation. Information provided through ATD indicators, IPEDS and state-reported data, and feedback from the SENSE and CCSSE surveys, administered every other year, was enhanced by the administration of the Institutional Capacity Assessment Tool (ICAT), a College-wide survey on current College capabilities and capacity in seven broad areas. In 2018-19, the College designed and administered its College Climate Survey, now to be administered on a regular but periodic basis.

Prior to independent accreditation in 2020, program evaluations in contract college-affiliated programs were driven by the processes and procedures of the contracting College's instructional Subject Area Committees, with OCCC faculty attending and participating in review and evaluation meetings.

The goal of independent accreditation was achieved when, in 2020, NWCCU (Northwest Commission on Colleges and Universities) awarded OCCC independent status as an accredited college. Since that time the College's Assessment Plan has further evolved to include all College service areas as well as instructional programs. The emphasis on mission-based, assessment driven strategic planning and evidence-based decision making has promoted the continuous improvement and evolution of OCCC assessment processes and procedures. The result is a comprehensive, integrated, and ongoing assessment plan.



At Oregon Coast Community College we equip students for success by providing educational pathways and supports in response to the diverse needs of our community. Through accessible and

engaging programs and a commitment to equitable outcomes, we enrich the economic and civic vitality of Lincoln County and beyond.

OCCC Assessment Plan

Assessment of Mission Fulfillment:

- **Mission Fulfillment Scorecard**
- **Core Theme Indicator Achievement Levels**



Institutional Level Assessment

(Ongoing Tracking with Annual Summary and Review)

- **Achievement of Core Theme Indicators and Sub-objectives**
- **College-wide Performance** (Quantitative and Qualitative measures, Cohort Tracking, Peer College Comparisons)
- **Learning Outcomes Achievement, SPAR Reports**



Service and Program Area Assessment

Service Areas:

- **Outcomes (SAO) Assessment:** minimum annually;
- **SPARC Comprehensive Review:** Four year cycle
- **SPARE Annual Report:** SAO Assessments, Goals and Short-term Objectives

Program Areas:

- **Quarterly Outcomes Assessment:** CLOs, DLOs, PLOs, CILOs; Annual collaborative review.
- **SPARC Comprehensive Review:** Four year cycle
- **SPARE: Annual Report:** Outcomes Assessment, Goals and Short-term Objectives

OCCC Assessment Plan – Overview

OCCC's Assessment Plan is comprehensive, purposeful, and integrated, as reflected in the scope of assessment, the levels of outcomes assessed and evaluated, and the methods used to provide information to promote continuous improvement and continued student success.

Outcomes Assessment: Scope

OCCC's twin Core Themes of Student Success and Educational Pathways signal the College's recognition of the contribution both its programs and its services make toward the successful completion of a student's educational goal. Assessment of outcomes therefore takes place at the Instructional, Service Area, and Institutional levels.

Instructional Assessment

Instructional assessment provides the opportunity to understand student learning and the effectiveness of College offerings at the course, discipline, and program levels. This understanding is utilized to design and implement changes in instructional methodology and curriculum design, ensuring the continuing quality, effectiveness, and relevance of College educational offerings.

The continuing provision of relevant, rigorous, and engaging academic programs and educational offerings is fundamental to the College mission, as recognized by the adoption of the College Core Theme Educational Pathway. The assessment of learning outcomes is integral to the College's evaluation of student achievement, equitable outcomes, and College performance and continuing improvement on the Educational Pathways Core Theme sub-objectives and indicators.

Service Area Assessment

Recent years have established that the educational experience for a student does not begin and end in the classroom. A holistic approach to education, where students are enfolded by comprehensive services that uplift and support their striving towards a goal, results in a higher degree of student success and by extension, student achievement.

As an institution dedicated to student learning and student success, assessment at the service area level provides information on how well the College's service areas are supporting and advancing a student's ability to succeed. If there are areas where the College can improve, the assessment process helps the College identify and formulate strategies for improvement, and to evaluate whether these improvement strategies are effective.

Institutional Level (Achievement College-wide) Assessment

Assessment of educational offerings supplies targeted information about effective teaching and learning, and about how College students integrate learning over time, while assessment of support services evaluates how effectively these areas support student success and respond to

student needs. Program and service area evaluation informs strategic planning and decision making at all levels.

Aggregated data used for reporting purposes and College-wide qualitative assessments, when combined with assessment at the course, discipline, program, and service area levels, form a comprehensive view of College performance at the institutional level. Assessment of overall achievement of Core Themes leads to an evaluation of how well the College is fulfilling its mission of service to its stakeholders.

Outcomes Assessment: Levels

Assessment of outcomes at multiple levels provides information about student learning and success throughout the student's educational journey. Multi-level assessment, through the systematic collection and evaluation of data, provides a comprehensive and integrated understanding of student learning at the snapshot (individual course) level and of students' integration of learning over time as they progress through the curriculum sequence.

The College and its students benefit from a multi-level assessment plan through resulting improvements in effectiveness of teaching and learning, program design, alignment of curriculum, and students' integration of learning over time as they progress through the curriculum sequence. The multiple levels of assessment provide information about the following questions, for a comprehensive and integrated evaluation of College courses, programs, and services:

Course Learning Outcomes (CLOs)

- What knowledge, skills, abilities, and attitudes do students learn through the curriculum and instruction in this course?
- What are students learning and how well are they learning?
- How can student learning and success be improved?
- How does the curriculum and instruction in this course contribute to student achievement of Discipline and/or Program Learning Outcomes?

Discipline Learning Outcomes (DLOs)

- What knowledge, skills, abilities, and attitudes are students learning through curriculum and instruction within the discipline?
- Do the commonly required courses within this discipline, taken as a unit, address the key competencies students need to be successful in their lives and careers?
- Do these courses foster a progression in knowledge, skills, abilities, and attitudes leading to student achievement of the intended outcomes, at completion of the unit?
- How can student learning and success be improved?

Program Learning Outcomes (PLOs)

- What are students learning through the program curriculum and instruction?
- Is the design of the curriculum effective?

- Does the recommended sequence of courses within the program foster a progression in knowledge, skills, abilities, and attitudes leading to student achievement of the intended outcomes, at program completion?
- How can student learning and success be improved?

Comprehensive Institutional Learning Outcomes (CILOs)

- What are the life skills and competencies students should develop to contribute to their future professional growth and success?
- Are the students of our College developing these life skills and competencies?
- What are the contributions of the curriculum in the College's two-year programs to the development of these life skills and competencies?
- How can student achievement of these life skills and competencies be improved?

Service Area Outcomes (SAOs)

- Are the functions and services of the service area provided in a timely, accurate, and responsive manner?
- Are the clients of the service area (faculty, staff, students, and community) satisfied with the quality and nature of services provided?
- How can the service area improve in its provision of services to support student success?
- How does the service area contribute to College achievement of Core Theme subobjectives?

Institutional Level Outcomes

- What knowledge, skills, abilities, and attitudes should College students know, be able to do, and value, to contribute to their future professional and personal success?
- Have the students of our College acquired this learning?
- What, in fact, are the contributions of the College, its services, and its educational pathways to student success?
- Are there achievement gaps in College performance on College Core Theme subobjectives and indicators?
- What changes can be implemented in College programs and services to support improvement on Core Theme sub-objectives and indicators?
- How well is the College fulfilling its mission?

Outcomes Assessment: Methods

As a means to effect continuous improvement, the assessment of educational outcomes is most valuable when multiple methods are utilized, capturing information about student learning at a variety of points throughout their educational pathway. Assessment methods are commonly classified as Formative, Summative, and Benchmarking, or Interim:

Formative assessment refers to a wide variety of assessments that faculty use to conduct in-process evaluations during a course, unit, or module of instruction. As such, they are the most powerful form of assessment in terms of potential to improve student understanding and

performance. Teaching and learning can be modified in response to the assessment results to correct deficiencies in understanding before the stakes are higher for the student.

Summative assessments are used to evaluate student learning at the conclusion of a sequence of courses, or of curriculum required for a degree or certificate completion. Summative assessments tend to be more valuable as evaluative rather than instructional tools, since the assessment occurs near the end of the instructional process. They are most appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programs, and measure progress toward improvement goals.

Benchmarking (or Interim) assessments are usually conducted periodically (in this case, during the enrollment in but prior to the completion of a sequence of courses). In this sense, they provide a bridge between Formative and Summative assessments, measuring where students are in the learning process and whether they are on track to achieve program (or discipline) learning outcomes.

OCCC Learning Outcomes Assessment

OCCC assessment of learning outcomes includes Formative, Benchmarking/Interim, and Summative assessments. The combination of assessment methods enables the College to capture information about effective teaching and learning in the classroom (Formative) and to assess how successfully students are able to integrate learning over time, after the completion of a sequence of courses or program (Summative). Summative assessments at the College include the assessment of learning outcomes associated with successful completion of a group of courses, either within a general education discipline (Discipline Learning Outcomes, or DLOs), or that fulfill requirements to complete a certificate or degree (Program Learning Outcomes, or PLOs). Interim assessments include the quarterly measurement of student progression in achievement of DLOs and PLOs, coinciding with the assessment of the Course Learning Outcomes aligned to them.

Formative, Interim, and Summative assessments are integrated and aligned through a curriculum outcomes mapping process, which identifies Course Learning Outcomes that relate to student achievement of Discipline and/or Program Learning Outcomes. Student achievement of learning outcomes is evaluated using four levels of achievement: Emerging, Developing, Competent, and Advanced.

Faculty assess, evaluate, and document student achievement of learning outcomes each time the course is taught, and suggest and implement changes in the classroom to effect continuous improvement in teaching and student learning. Assessment results are shared, discussed, and evaluated in groups of faculty, including discipline and program faculty. Annual faculty group meetings help ensure inter-rater reliability, in the few cases where there is more than one instructor teaching a course, and strengthen the effectiveness of improvement strategies developed and implemented.

Course Level Learning Outcomes (CLOs) - Formative Assessments

At the individual course level, all Course Learning Outcomes are assessed through the use of designated course assignments, with student achievement initially evaluated by the individual faculty member. Faculty members complete the assessment and evaluation of student achievement of Course Learning Outcomes each time the course is taught.

Alignment of curriculum is documented through the use of the OCCC Outcomes Alignment Form ([see “Assessment” section, here](#)), where faculty “map” Course Learning Outcomes to Discipline Learning Outcomes and/or Program Learning Outcomes. The Outcomes Assessment Form ([see “Assessment” section, here](#)) is used to document the assessment method faculty use to evaluate student achievement of each learning outcome.

Students who successfully complete the course are evaluated for achievement of student learning outcomes at four levels: Emerging, Developing, Competent, and Advanced. These nonparametric measures are utilized to assess student achievement across all levels of learning outcomes, for consistency purposes.

The OCCC Outcomes Assessment Form is also utilized to document faculty observations and action taken in response to student achievement of learning outcomes. A series of narrative responses on the Outcomes Assessment Form are provided by the faculty member to document their observations and the strategies they will use to effect improvement the next time the course is taught.

The faculty member subsequently documents any changes in student achievement observed as a result of the changes implemented, the next time the course is taught. Outcomes Assessment Forms are submitted to the Office of Instruction on a quarterly basis. Annual faculty meetings in the spring review assessment results and provide an opportunity for group evaluation and discussion. While it is rare, with the College’s size, to have multiple faculty teaching the same course, inter-rater reliability is addressed through these annual meetings as well.

Course Learning Outcomes are a required component of all course syllabi ([see link](#)). Online courses publish Course Learning Outcomes through the inclusion of course syllabi in Canvas.

Student achievement of Course Learning Outcomes is integrated into Core Theme Planning through sub-objective six associated with the Educational Pathways Core Theme: “*Programs use the results of assessment to improve teaching and learning.*” The indicator for this subobjective is “academic programs report changes made to instruction based on assessment of student learning outcomes.” The achievement threshold is 80% of submitted program reviews reporting assessment-based change.

Summative Assessments

The College utilizes a variety of summative assessments to evaluate student achievement as they progress toward completion of their educational goal. Summative assessments are also used to evaluate the effectiveness and accessibility of OCCC programs and services.

Discipline Learning Outcomes (DLOs)

Degree programs at OCCC include requirements for completion of a sequence of “general education” courses. Students are required to successfully complete a group of courses within

each discipline. These course sequences are drawn from seven of the broad discipline areas defined by the Oregon Community College Handbook and Planning Guide:

Arts & Letters, Cultural Literacy, Mathematics, Science or Computer Science, Social Science, Speech/Oral Communication, and Writing.

Completion of general education requirements equips students with skills that help them succeed in other courses and later in their chosen careers. In recognition of the importance of these courses to a student's success, OCCC faculty have adopted broad Discipline Learning Outcomes, intended to assess student integration of learning over time through the completion of a group of discipline courses. These outcomes are drawn from the Oregon Community College Handbook and Planning Guide, Outcomes and Criteria for Transferable General Education Courses in Oregon ([see "Assessment" section, here](#)).

Learning outcomes for individual general education courses are aligned to related Discipline Learning Outcomes, using the OCCC Outcomes Alignment Map. Discipline Learning Outcomes are assessed quarterly, in conjunction with the assessment of CLOs. Assessment, review, and evaluation are documented by the individual faculty member using the OCCC Outcomes Assessment Form which is submitted to the Office of Instruction.

Due to the broader nature of DLOs, the most effective evaluation of assessment results occurs when faculty teaching courses within the discipline collaborate, share results, and formulate improvement strategies collectively. Annual discipline faculty meetings are scheduled in the spring to foster continuous improvement in student achievement.

Program Level Learning Outcomes (PLOs)

Program Learning Outcomes (PLOs) represent the knowledge, skills, and/or behaviors that a program's students are able to demonstrate upon successful completion of the program's curriculum. Individual courses within the curriculum contribute to student achievement of a program's learning outcomes, which encompass multiple learning experiences. Assessment of Program Learning Outcomes gives OCCC faculty information about how successfully students are integrating learning over time, student learning trends, and the overall health of degree and certificate programs, leading to continuous, sustainable improvement in student learning.

All OCCC degree and certificate programs have designated Program Learning Outcomes, which are published on the College website and in the College Catalog.

Student achievement of Program Learning Outcomes is assessed quarterly, in conjunction with the assessment of CLOs, using the OCCC Outcomes Assessment Form. Narrative responses on the form document the faculty member's observations on the PLO assessment, the formulation of improvement strategies, and the impact of those changes the next time the course is taught.

Because PLOs reach across disciplines and courses, collaborative meetings of program faculty are scheduled during spring and fall in-service days to review and evaluate student achievement. A summary of the assessment of Program Learning Outcomes is submitted on an annual basis to the Chief Academic Officer, as a part of the SPARE report for Instructional Programs ([see "Assessment" section, here](#)).

The importance of the use of PLO assessment results to improve teaching and learning is stressed through its integration into Core Theme assessment and planning through subobjective 6 of the Educational Pathways Core Theme: “*Programs use the results of assessment to improve teaching and learning.*” The expectation is that at least 80% of programs annually report assessment-based change.

The Educational Pathways Core Theme also emphasizes the importance of assessment of student achievement of PLOs for program completers. Sub-objective five states the expectation that program “*graduates meet industry standards by demonstrated mastery of ... Program Learning Outcomes.*”

Comprehensive Institutional Learning Outcomes (CILOs)

OCCC defines Comprehensive Institutional Learning Outcomes (CILOs) as “*The knowledge, skills, abilities and attitudes that all students in 2-year degree programs are expected to develop as a result of the intentional design and delivery of curriculum by College faculty.*” The College has designated four Comprehensive Institutional Learning Outcomes:

- Written and Oral Communication;
- Cultural Awareness;
- Problem-Solving Skills; and
- Personal Responsibility.

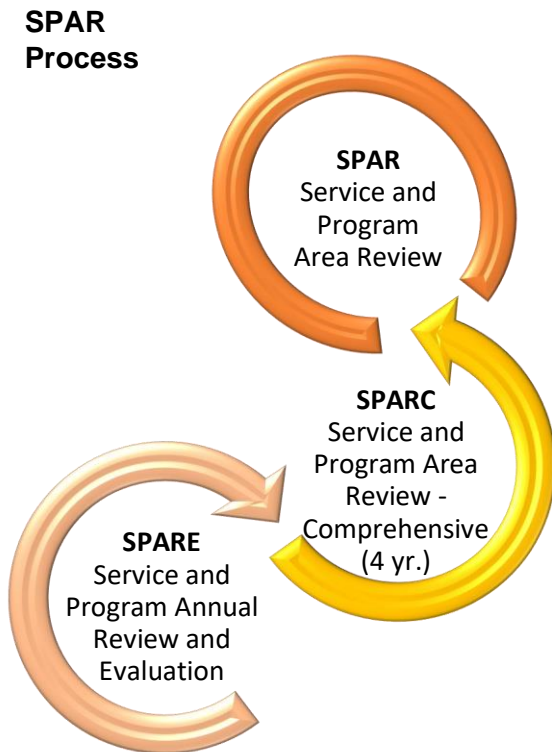
OCCC faculty have adopted and adapted the AACC VALUE rubrics as guidelines for the definition and assessment of College CILOs, with the achievement expectation that at least 70% of students will score at level “3” or higher on the adapted AACC VALUE rubric. These rubrics have been reviewed and edited by OCCC faculty and the Assessment Task Force and subsequently approved by the OCCC College Council. CILO assessment rubrics and assessment forms used for these outcomes are posted in the Assessment section of the Instructional Resources page for faculty reference ([See Learning Outcomes Assessment.](#)) Specific general education and CTE program courses have been identified as most directly addressing or contributing to the development of skills and abilities associated with these broad learning outcomes. Faculty teaching these courses assess student achievement of the related CILO each quarter. Spring 2022 was the first term CILOs were assessed by all participating faculty members, with the assessments results scheduled for review, discussion, and evaluation by faculty during Fall In-service days.

The breadth of a Comprehensive Institutional Learning Outcome means that the knowledge or skill set it represents is contributed to by a cross-disciplinary group of courses. Evaluation of student achievement of these comprehensive outcomes invites collaboration among faculty across disciplines and programs, providing the strongest opportunity for meaningful discussion, understanding of student learning, and program improvement. The review and evaluation of student achievement of CILOs is integrated into annual faculty assessment and evaluation meetings scheduled during spring and fall in-service days.

Student achievement of comprehensive institutional outcomes is recognized as being essential for continuing student success and lifelong learning. Graduate attainment of CILOs is a designated sub-objective for the Educational Pathways Core Theme, with the expectation that 70% of students with 65 or more credits achieve a level of “3” on the CILO rubrics. While this

sub-objective specifically refers to program completers, faculty assessing CILOs evaluate all students enrolled in their courses for CILO achievement.

SPAR – Service and Program Area Review Process



OCCC’s Service and Program Area Review (SPAR) is intended to provide a comprehensive and in-depth analysis of program effectiveness, and a review of program alignment with College goals and Core Themes. Since 2013, all OCCC CTE programs, the Adult Basic Skills program, and the Mathematics discipline have conducted annual program evaluations. Beginning in 2018-19, the College, as part of its emphasis on assessment-based planning, extended the practice of program review to all disciplines and transfer programs.

SPAR encompasses the ongoing and systematic evaluation of all College instructional programs and service areas, combining long-term planning with interim reports. A Comprehensive Service and Program Area Review (SPARC) is conducted by program or area personnel every four years. The SPARC is

supplemented by the Service and Program Annual Review and Evaluation (SPARE), which provides an annual progress report toward achievement of goals and outcomes.

SPAR reports are scheduled on a staggered basis, with all College areas completing a comprehensive review within a four year period. Annual reports are completed by all programs and service areas in the years between their scheduled SPARC. In 2021 the College amended the scheduled submission of all SPAR reports to align their submission with the College budget formulation and approval timeline. SPAR reports are now submitted in August-September of the academic year, integrated with the budget process as follows:

Date	Process Underway
June 30	Budget development and approval complete
July	Program/Service Area personnel are notified of funding decisions
August/September	SPARE/SPARC reports due to Vice Presidents/Area supervisors; Resource requests are preliminarily prioritized based on support of College Strategic Priorities and support of outcomes improvement, and forwarded to College Executive Team
September/December	Executive Team reviews and discusses SPAREs and prioritizes resource requests
January through June	Budget formulation and approval process; potential alternate funding sources (grants, Foundation, etc.) for requests are reviewed and identified; final funding decisions are made;
June 30	Budget development and approval complete.

Comprehensive reviews for all programs are scheduled on a four-year cycle, with an annual review and update in the intervening years, as shown below (SPARC = Four Year Comprehensive Review; SPARE = Annual Update).

SPAR Instructional Program Schedule

Program	2018-19	2019-20	Aug – Sept 2021	Aug – Sept 2022	Aug – Sept 23	Aug – Sept 24
Nursing & Allied Health	SPARE		SPARE	SPARC	SPARE	SPARE
Medical Assisting	SPARE		SPARE	SPARE	SPARC	SPARE
Aquarium Science	SPARE		SPARE	SPARC	SPARE	SPARE
Mathematics	SPARC		SPARE	SPARE	SPARE	SPARC
Science	SPARC		SPARE	SPARE	SPARE	SPARC
Writing/Communication			SPARE	SPARE	SPARC	SPARC
Business/Computers				SPARE	SPARC	SPARE
Social Sciences				SPARE	SPARE	SPARE
Education/ECE				SPARE	SPARE	SPARC
Arts & Letters					SPARE	SPARE

Notes: • 2019-20: Accreditation earned in early 2020, pandemic hits, work on integration begins – planning year – no SPARCs or SPAREs.

- Aug – Sept 2021: 2020-21 Review and 2019-20 retro, budget year 2022-23
- Aug – Sept 2022: 2021-22 year review; planning 2022-23; 2023-24 budget year
- Aug – Sept 2023: 2022-23 year review; planning 2023-24; 2024-25 budget year
- Aug – Sept 2024: 2023-24 year review; planning 2024-25; 2025-26 budget year

SPARC – Instructional Programs - Comprehensive Four-year Review

With the addition of general education disciplines and transfer programs to the program review process, the program evaluation process now encompasses a breadth of programs with varying program expectations of student achievement. In recognition of this, OCCC faculty have adopted a program review template (SPARC) which contains components required of all

programs, but gives program faculty the latitude to supply additional program metrics and evaluation factors as particularly relevant to their program.

CTE programs reporting to outside agencies continue to follow the self-study schedule mandated by the reporting agency. To the degree possible, for these programs, the program review cycle is scheduled to coincide with the self-study schedule, with the formal self-study submitted as supporting evidence and documentation for the OCCC formal program review.

The SPARC template for instructional programs includes the following required components ([SPARC template](#))

- how the program supports College Core Themes and contributes to fulfillment of the College mission,
- a summary reporting and evaluation of student achievement of Program Learning Outcomes,
- the establishment of long-term (four-year) program goals, with the designation of short-term (annual) objectives to support progress toward goal achievement, and
- resource allocation requests to support program and College goals (in support of Core Theme objectives) or for unmet needs.

Resource requests originating from program review are evaluated and prioritized on the basis of their relation to Core Theme objectives and College priorities for improvement on student achievement indicators. SPARC documents are reviewed and discussed with the Chief Academic Officer. They are shared with the College Core Theme Planning Teams and presented in multiple forums across the College community. Approved resource requests are then integrated into the College's budget planning and resource allocation cycle, through integration into the budget review and approval process for the coming year.

SPARE – Instructional Programs - Annual Update to Comprehensive Review

In addition to the four-year cycle of formal program review, in the intervening years programs provide an Annual Update and Review (SPARE report: [SPARE template](#)) to the Chief Academic Officer. The SPARE report provides an opportunity for discussion regarding any challenges experienced in achieving program short term objectives in support of long-term goals, and an update on evaluation of student achievement of Program Learning Outcomes. SPARE reports also provide for annual input for each program into budget planning and resource allocation.

OCCC Service Area Assessment

The Service Areas of the College represent opportunities to reinforce the learning experiences of the College curriculum and to remove barriers to student success. Examples of service areas include the Library Services, the Business Office, Student Services, and IT department. Many of the subobjectives and indicators for the College's Student Success Core Theme are supported by strong services intentionally responsive to student needs and designed to enhance student success.

To support a College-wide culture of continuous improvement and assessment-based change, in 2018-19 the College provided training for service area personnel on the development and assessment of Service Area Outcomes (SAOs). At the same time, a SPARC template ([SPARC](#)

[template](#)) for formal review of Service Areas similar to the template for instructional program review, was developed. The use of these two methods, assessment of Service Area Outcomes (formative assessment) and comprehensive service area evaluation (summative assessment), helps to identify service gaps while also presenting a comprehensive view of the service area’s capacity, strengths, and challenges. Interim assessments are conducted through the SPARE report ([SPARE template](#)), the annual review and update to the comprehensive SPARC. The current schedule for service area review is presented below.

SPAR Service Area Schedule

Service Area	2018-19	2019-20	Aug – Sept 2021	Aug – Sept 2022	Aug – Sept 23	Aug – Sept 24
Library	SPARC		SPARE	SPARE	SPARE	SPARC
Office of Instruction/Distance Education			SPARE	SPARC (OoI)	SPARE	SPARE
Registrar’s Office			SPARE	SPARE	SPARC	SPARE
IT			SPARE	SPARC	SPARE	SPARE
Business Office			SPARE	SPARE	SPARE	SPARC
Facilities/Public Safety			SPARE	SPARE	SPARE	SPARC
Human Resources			SPARE	SPARC	SPARE	SPARE
Student Advising			SPARC	SPARE	SPARE	SPARE
Testing/Tutoring			SPARE	SPARE	SPARC	SPARE
Accessibility Services			SPARE	SPARC	SPARE	SPARE
Financial Aid			SPARE	SPARE	SPARE	SPARC
Community Education			SPARE	SPARE	SPARC	SPARE
Small Business Dev. Ctr.			SPARE	SPARC	SPARE	SPARE
Marketing			New area defined	SPARE	SPARE	SPARE

Notes: • 2019-20: Accreditation earned in early 2020, pandemic hits, work on integration begins – planning year – no SPARCs or SPAREs.

- Aug – Sept 2021: 2020-21 Review and 2019-20 retro, budget year 2022-23
- Aug – Sept 2022: 2021-22 year review; planning 2022-23; 2023-24 budget year
- Aug – Sept 2023: 2022-23 year review; planning 2023-24; 2024-25 budget year
- Aug – Sept 2024: 2023-24 year review; planning 2024-25; 2025-26 budget year

Service Area Outcomes (SAOs) – Summative Assessments

In 2018-19 the College undertook the development and implementation of Service Area Outcomes. Library Services were selected for initial implementation and provided with one-on-

one training. Service area personnel College-wide were provided with training during the spring 2019 in-service, with resources and materials accompanying the presentation.

Service areas were tasked with the development of between three to five Service Area Outcomes, and with the designation of assessment methods, frequency of assessment, and the establishment of an achievement threshold for each outcome. Service Area Outcomes are designed to be aligned with the support and achievement of Core Theme sub-objectives. While frequency of assessment may vary across service areas, SAOs are to be assessed, at a minimum, once a year.

Achievement of Service Area Outcomes is to be reported on an annual basis, with observations and strategies for improvement documented. The annual report is compiled collaboratively by area personnel, discussed and reviewed with the area supervisor, and shared with the Student Success Core Theme Planning team.

SPARC – Service Areas – Comprehensive Four-year Review

In parallel with the process for instructional program review, a four-year formal program review process for College service areas has been implemented, with Library Services serving as the pilot in the 2018-19 year. Service areas complete a collaborative and comprehensive evaluation every four years, with the Year One report providing a benchmark from which to measure future continuous improvement. The SPARC Template – Service Areas is utilized by service areas, with flexibility provided to allow for the unique functions and needs of each service area.

The SPARC report includes (but is not limited to) the following components:

- a. a report on selected appropriate indicators and student achievement of Service Area Outcomes, with observations and strategies for improvement;
- b. the formulation, review and revision of area long-term (four year) goals, aligned with and supporting the achievement of specified Service Area Outcomes. The method of assessing progress toward achievement of long-term goals is designated, as well as the expected threshold of achievement for the indicator.
- c. the formulation of short-term objectives to support the area's achievement of its long-term goals; and
- d. integration with the College budgeting and resource allocation process through the Service Area Plan: Table 3: Identification of Future or Unmet Needs. Resource requests are aligned with the achievement of a Service Area Outcome and to the support of a Core Theme sub-objective.

Service areas complete the SPARC process every four years, with an annual update submitted during the intervening years. The SPARC is submitted to and reviewed with the area supervisor, and reviewed by the Core Theme Planning Teams. Resource requests are prioritized based on their support for and contribution to continuous improvement in Core Theme indicators, support for Core Theme planning initiatives, and improvements in achievement of Service Area Outcomes.

SPARE – Service Areas - Annual Update to Comprehensive Review

SPARE reports provide opportunities for benchmark assessment of Service Area Outcomes and progress reports on short-term objectives and long-term goals. These reports are compiled and submitted in Years 2, 3, and 4 of the four-year review cycle. They are submitted to the area supervisor, then subsequently shared with the Student Success Core Theme Planning team.

This periodic benchmarking provides valuable information for the formulation of continuous improvement strategies and monitoring of the impact these strategies have on achievement of Service Area Outcomes. Adjustments to short-term objectives and the identification of challenges on a timely basis may also assist in the achievement of the long-term goals.

OCCC Assessment - Institutional Level

Outcomes assessments and SPAR reports provide information to spark and sustain continuous improvement in the College's programs and services. Evaluated alone, they do not provide a full understanding of student achievement and success, and of the junctures in the educational journey that can prove challenging for students. OCCC monitors, regularly reviews, and evaluates College performance on commonly reported federal and state data, periodically administered qualitative measures, Core Theme sub-objectives and indicators, and progress toward mission fulfillment. The scope of assessment, levels of outcomes assessed, and the variety of assessment methods utilized combine to form an ongoing, purposeful, systematic, integrated, and comprehensive assessment plan for the College.

Assessment of College-wide Performance

Throughout the academic year and according to various reporting schedules, student demographics, enrollment, and completion data are compiled and submitted to federal and State reporting agencies. These include the Oregon Community Colleges and Workforce Development (CCWD), the Integrated Post-secondary Education Data System (IPEDS), and the US Department of Education. While data reported through these traditional means provide valuable aggregative information, they typically do not provide a complete or detailed enough picture about the student experience to be helpful to a College in promoting student retention, persistence, and success.

Metrics targeted to student retention, persistence, and attainment, with the ability to benchmark the College's outcomes against those achieved by comparable colleges, are more meaningful. These metrics are directly relevant to the College's Core Themes, with many of them serving as indicators associated with the achievement of Core Theme sub-objectives. To complement the scope and breadth of assessment information already discussed, the College regularly collects and evaluates the following:

- Student success measures, based on Achieving the Dream (ATD) metrics: These metrics, in addition to tracking student populations at entry and exit points, track student course-taking behavior, persistence, and success throughout the student experience, with specific emphasis on the first year. Successful completion of "gateway" courses, for example, during the first-year experience, has been found nationwide to be a strong indicator of student

success in completing their educational goal. Consistency in academic load and successful course completion provide signals of ongoing student progress toward their goal. Tracking of these indicators, both in aggregate and on an individual basis, enables the college to devise improvement strategies in support services and, importantly, to provide individualized support to students who may be struggling.

- Voluntary Framework of Accountability: In 2017 the state adopted the Voluntary Framework of Accountability (VFA), a national system of metrics and reporting utility that is designed specifically for community colleges. VFA provides benchmarking opportunities against peer colleges nation-wide, measuring student progress and outcomes including pre-collegiate preparation, academic progress and momentum points, completion and transfer measures, and workforce outcomes for career and technical education. Participation in the VFA has supplied the College with information that is more relevant to community colleges than some of the other historic databases. For example, VFA metrics include part-time students, a significant student population at most community colleges, but who may be excluded from other tracking agencies.
- OC5: Also in 2017, the College defined a custom cohort, the Oregon Coast Community College Custom Cohort (OC5). This student cohort consists of students who have already successfully completed at least six credits in one term at OCCC, with membership beginning in the Fall following this successful completion. Students in the OC5 cohort have therefore demonstrated some successful course-taking behavior upon entry into the cohort. The College has constructed these cohort groups dating back to 2013, enabling longitudinal tracking and comparisons. This also permits comparative tracking of some cohort measures reported in the IPEDS system, but with the use of a cohort more reflective of community college student patterns.

These five colleges also participate in the Oregon Guided Pathways network and track many of the key performance indicators (KPIs) that align with OCCC indicators from the OCCC Core Theme 1: Student Success. In 2022, Oregon Community College Presidents began to draft an MOU that will promote data sharing among Oregon Guided Pathways Colleges for the purposes of benchmarking. While targets for many of the student achievement metrics are currently set from the average of the last three years of Guided Pathways KPIs, it is anticipated that the Colleges in the Oregon Guided Pathways network will begin sharing their data publicly, facilitating the revision of targets for evaluation of performance against comparator colleges.

In addition to the wealth of information provided by these quantitative reports, OCCC utilizes a number of qualitative assessments to capture information about student and employee perceptions of the college, its programs, and services. These include the Survey of Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE), both of which grew out of a strong body of research indicating that student engagement and feelings of inclusion contribute to student retention and success. OCCC has administered these student surveys every other year. Survey results are disseminated and reviewed college-wide in in-services the year after administration, and several survey responses are integrated into Student Success Core Theme indicators.

In 2017 the College administered the ATD Institutional Capacity Assessment Tool (ICAT) survey to all employees. The ICAT measures stakeholder perceptions regarding institutional capacity for changing systems to drive student success in seven broad areas: Leadership & Vision, Data & Technology, Equity, Teaching and Learning, Engagement & Communication, Strategy & Planning, and Policies & Practices. Information from the ICAT was discussed in forums with ATD coaches and across the college, as a framework for long-term strategic planning and program/service goal-setting. Current plans are for the ICAT to be administered periodically to gauge progress and promote continuous improvement.

To capture additional input from college employees about perceptions of the college environment, capacity, and possible areas of interest or concern, in Spring 2019 the College administered its first Employee Climate Survey. Results will be published College-wide and discussed in Fall in-service. The intent is to administer the Climate Survey every three years.

All of these tools, when combined with instructional and service area assessments, present a comprehensive picture of Student Success and the effectiveness and accessibility of the College's Educational Pathways. The aggregative assessment of Core Theme achievement and Mission Fulfillment represent the evaluation of overall College performance toward the realization of its over-arching priorities.

Assessment of Core Theme Indicators

In 2017-18 the College, after a year-long, collaborative review of its Core Themes, consolidated them into the current twin Core Themes, Student Success and Educational Pathways, which are reflective of and integrated with College mission and values. Definitions and the primary objective of each Core Theme were developed. Sub-objectives were identified for each Core Theme, with one or more indicators designated to assess achievement of the sub-objectives. Achievement thresholds for satisfactory performance on each indicator were established. Achievement thresholds may be adjusted over time as the College exhibits continuous improvement in performance.

While the College has been formally monitoring and evaluating the revised Core Theme indicators since 2017, the majority have been an integral part of OCCC assessment and evaluation for many years. Assessment of College performance on Core Theme indicators is systematic, ongoing, and college-wide. Data associated with Core Theme indicators is collected at points throughout the academic year, depending on the stipulated indicator.

College performance on these indicators is regularly observed and evaluated by Core Theme Planning Teams, the College Executive Team, and faculty or staff groups who are most closely associated with the data collection and evaluation for that indicator. This periodic evaluation provides for close monitoring and the identification of any areas of concern during the College year, if a quick response is needed.

College-wide evaluation of Core Theme indicator achievement occurs on an annual basis during Fall in-service, after student records and data are finalized for the prior year. Individual scorecards are compiled for each Core Theme, with College performance on each indicator documented. College performance on each indicator is compared with the established performance threshold as either needing improvement (target not met - red), or as having met the achievement target (target met - green).

Formulation of a targeted response to College performance on specific indicators occurs on an ongoing basis throughout the academic year, in committee, faculty, and service area meetings, during College in-services, and during the College's Annual Assessment Day, begun in spring 2020 and scheduled annually thereafter.

Assessment of Overall Core Theme Achievement

Overall Core Theme achievement is evaluated on the basis of the number of associated indicators which are green (target met or exceeded). Each core theme is assessed on the number of its indicators for which the target was met. "Acceptable progress" (yellow) is defined as meeting 70% of the indicators within the Core Theme. If less than 70% of indicators are determined to have met the target, the Core Theme is given a "red" rating and it is targeted for intensive review and improvement.

Assessment of Mission Fulfillment

OCCC mission fulfillment is evaluated on the basis of College performance in Core Theme indicator areas. Because Core Theme indicator data flows in consistently throughout the academic year, the College is able to monitor changes in indicator data and note potential areas of concern or achievement. This makes ongoing assessment and evaluation of mission fulfillment possible.

Annual calculation and assessment of mission fulfillment occurs after student records and data have been finalized for the academic year. This assessment coincides with the compilation of aggregated Core Theme Indicator Scorecards, which are then summarized into a single Mission Fulfillment Scorecard (MFS). The MFS was piloted for the 2018-19 academic year and has been in use since this time. For each core theme, "acceptable progress" (yellow) is defined as meeting 70% of the indicators within the Core Theme. If 100% of the indicators within a core theme have been met, then that core theme has been "achieved" (green). Overall College mission fulfillment is defined as "acceptable progress" or "achieved" in BOTH Core Themes (yellow or green on *both* core themes).

The aggregative nature of the Core Theme Indicator and Mission Fulfillment Scorecards present the broadest view of College progress on meeting performance thresholds on its Two Core Themes. In the event that aggregated College performance on one of its Core Themes falls below the Acceptable Progress evaluation, continuous improvement efforts would be focused on the deficient indicators for that particular Core Theme. In the more likely event that performance on both Core Themes is judged as making "Acceptable Progress," the disaggregated view presented by the Core Theme Indicators Scorecards provides more complete information to guide College strategic planning efforts and target improvement initiatives.

Assessment Committees

While all College personnel, leadership groups, and committees participate in assessment and evaluation of learning outcomes, the College has designated several groups to serve as leaders

and resources for the College, and to focus on continuous improvement of its programs, services, and the assessment process itself.

Assessment Task Force

The Assessment Task Force (ATF) was formed in the 2016-17 academic year and began work to support the expanded implementation of a culture of inquiry and outcomes assessment across the College curriculum. The Assessment Task Force is composed of instructional personnel, including full- and part-time faculty, and instructional managers. A full-time faculty member leads the committee, with committee membership comprised of faculty from two-year degree programs, CTE programs, and discipline areas.

The purpose and charge of the Assessment Task Force adapts with ongoing improvements to the College's assessment and strategic planning processes, and in response to student achievement and faculty evaluation of learning outcomes assessments. With the implementation of the College's assessment process complete and in use, the current purpose of the Assessment Task Force is:

- to provide guidance and support to College faculty in the assessment of student learning, serving as the primary source of professional development and one-on-one training sessions;
- to support faculty in the assessment and evaluation of student achievement of Comprehensive Institutional Learning Outcomes (CILOs);
- to support the ongoing refinement and continuous improvement of the College's comprehensive, ongoing, and integrated curriculum assessment process for CLOs, DLOs, and PLOs;
- to formulate and propose goals for the Assessment Task Force, and
- to compose and present an Assessment Task Force report on progress, presented at Fall In-service days for faculty discussion and review and presentation to the OCCC College Council.

Core Theme Planning Teams

The College has designated Core Theme Planning Teams for each of its Core Themes. The members of the Instructional Leadership Team serve as the Educational Pathways Core Theme Planning Team, while the members of the College's Assessment Task Force comprise the Student Success Core Theme Planning Team.

The charge for each Core Theme Planning Team includes:

- establishment and documentation of data collection processes for all of the Team's Core Theme indicators;
- analysis of evidence, and evaluation of progress toward meeting Core Theme subobjectives; and to
- make recommendations on improvement strategies to the OCCC Executive Team (ET), thereby linking Core Theme planning to institutional planning

Equity and Inclusion Committee

The mission of the Equity and Inclusion Committee is to “*work toward developing a campus whose environment is safe and inclusive for faculty, staff, students, and community members. Action, awareness, collaboration, and education will be the cornerstones of our diverse community.*” The group is charged with developing and maintaining a focused Equity lens for all institutional practices, and membership is open to all interested stakeholders. The Committee is intended as a review point for new initiatives, including new educational programs.

The Equity and Inclusion Committee serves an important role in the College assessment process. The group collaborates with committees and faculty members in the review of disaggregated data to help identify achievement gaps among different student populations. As such, members bring a focus on Equity and Inclusion to curriculum and assessment processes and the review of assessment results. One of the Committee’s roles is to bring recommendations for continuous improvement to the College Executive Team (ET), which serves as another means of linking Core Theme planning to the institutional planning process.

Instructional Outcomes Assessment Review and Evaluation Groups

Full and part-time faculty are members of Discipline and/or Program Assessment Review and Evaluation Groups, based on the courses they teach for the College. Members of these groups serve an essential role in effective assessment and evaluation of learning outcomes. Discipline and program faculty groups meet at least on an annual basis to discuss and review results from learning outcomes assessments, and to develop strategies to improve student achievement.

Collaboration in this review enriches the assessment process and ensures consistency in assessment and evaluation of student achievement. Inter-rater reliability is improved across same-course faculty and within disciplines and programs. Additional discussion in these groups revolve around potential improvements in the assessment process itself and the tools utilized by the College and its faculty, providing another forum for continuous evaluation and improvement to the Assessment Plan and process.

Next Steps: Assessment Plan and Process

The design and implementation of a Digital Outcomes Assessment Reporting and Retrieval System has the potential to bring efficiency, access, and longitudinal comparison abilities to the outcomes assessment process. Currently the data and reporting documentation are housed in multiple Excel spreadsheets within the Office of Instruction files, with the Excel spreadsheets designed for adaptability to most common database applications. The introduction of a digital reporting system will provide remote access for adjunct faculty and the ability for all to retrieve past reported assessment data. All data would be housed and organized within this system.

While review of the assessment process is ongoing, the design and implementation of a digital assessment system, to be most effective, will include a review and evaluation of the current assessment tools and processes in place. Any modifications can then be integrated into the design of the digital system.