Northwest Commission on Colleges and Universities

Comprehensive Evaluation Report

Clatsop Community College
Astoria, OR

April 13-15, 2011

A confidential report of findings prepared for the Northwest Commission on Colleges and Universities
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Introduction

Clatsop Community College is a public, two-year institution of higher education serving all of Clatsop County and part of Columbia County in northwest Oregon, and parts of both Pacific and Wahkiakum Counties in southwest Washington. Located in Astoria, the College was founded in 1958 and continues to grow in both enrollment and diversity of program offerings.

A seven-member evaluation team conducted a campus visit on April 13-15, 2011 consistent with the requirements of a Comprehensive Evaluation. Clatsop's last comprehensive evaluation was conducted in 2001. Because of the implementation cycle for the new NWCCU accreditation standards, the seven year process, which would normally begin with a Year One evaluation, has been compressed.

Assessment of the Self-Evaluation Report

The Comprehensive Self-Evaluation Report provided an honest picture of the College's pursuit of accreditation standards. Primarily focused on description, the Report provided little analysis and inconsistent use of evidence. While the Report provided much of the information related to compliance with the standards, the resource room materials and the evaluation committee's meetings were critical for completing the evaluation.

Eligibility Requirements

Upon completion of the Comprehensive Evaluation, the evaluation team finds that Clatsop Community College meets Eligibility Requirements 22-24.

Mission & Core Themes

Standard 1.A. Mission

The College's mission statement is widely published and is reviewed by the Board on a regular basis. The Mission is appropriate for a comprehensive community college and focused on serving the College's unique, rural, coastal communities. The mission statement gives direction to the College's efforts and is widely understood by the College community.

The institution defines mission fulfillment in the context of its mission; however, a number of recent institutional events—including deep budget reductions, the hiring of a new president, the completion of a major facilities initiative, and the timing of implementing the new accreditation cycle—combined with an evolving planning process, have resulted in the need to further prioritize, clarify and communicate mission fulfillment.

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Standard 1.B. Core Themes

The College identifies four core themes that are essential elements of the mission: (1) Foundational Skills, (2) Transfer, (3) Workforce, and (4) Community Outreach. The themes comprise essential elements of its mission and were developed during a time of transition from the previous NWCCU accreditation standards to the new standards. The College needed to apply these new standards in a highly compressed time frame, before getting feedback on the core themes and on the objectives and measurements supporting those core themes. The evaluation committee found that the development of measurable objectives with appropriately defined data that are analyzed and used to evaluate is inconsistent both within and across these core themes. Therefore, core theme assessments and the results of these assessments are not used consistently for improvement by informing planning, decision making, and allocation of resources and capacity at the institutional level. Nor are they used comprehensively and consistently at the program and course levels.

While the institution has been actively engaged in assessment of course, program, and degree outcomes, these assessments are not linked to core themes, so there is limited assessment of their contribution to the achievement of the core themes.

Resources & Capacity

Standard 2.A. Governance

The College employs a well-understood system of governance. Although some decision-making structures have been changed recently through the leadership of the new President, these structures provide for input by members of the campus community. Faculty, in particular, expressed satisfaction with decision-making structures related to policy, curriculum and faculty evaluation.

The Clatsop Community College District Board of Education consists of seven elected members who serve four year terms. The Board documents and regularly reviews institutional policies and utilizes policy governance to provide overall direction for the College.

The Board operates as a committee of the whole and members expressed a deep commitment to open and honest public dialog. The Board speaks with one voice once decisions are made. While the Board reviews the College's achievement of annual goals, there is no evidence that the Board regularly evaluates its own performance.

The College President is selected and regularly evaluated by the Board. The Board delegates authority and responsibility to the President to implement Board-approved policies. The President and Board clearly work well together, understanding and regularly discussing the important differences between the role of the Board and President.

The College's major organizational units work collaboratively to foster fulfillment of the mission; however, there is great concern on campus regarding recent budget cuts. In keeping the focus on instructional efforts, the College has eliminated a disproportionate number of front-line

staff and mid-manager administrators. It is too early to tell the effects of these position eliminations, but concerns whether sufficient numbers exist were prevalent across all levels and departments of the institution. Despite the recent layoffs, faculty and staff consistently reported a deep commitment to serving students and promoting their success.

Academic policies are clearly communicated to students and faculty, as well as administrators and staff through a number of media. The College's SharePoint/Intranet site is host to the minutes and supporting documents of the Instructional Council. Academic policies are communicated via the student handbook, College Policy Handbook, College Catalog, and through faculty orientations. The College's transfer-of-credit policy is well-developed and widely published in the College Catalog and Website.

Library policies are documented, published and enforced. Policies for access and use of the library are in the student handbook, the learning resource center webpage, and the College Catalog.

Policies and procedures regarding student rights and responsibilities are available via websites and are currently under review, which is clearly marked and stated with contact information. Appeal and grievance information is basic and satisfactory.

Admission and placement information is clearly communicated. Admission information is offered via the variety of entry points that students might identify (workforce, first time college, high school student) and the steps for placement testing are clearly communicated. COMPASS is used to assess student standings in writing and math. A GPA expectation is outlined for graduation, but no continuation or termination information was readily accessible via the college catalog, student handbook or website. While Financial Aid policies and graduation requirements have clear standards, nothing could be found to address the concept of academic probation or warning. An Early Warning system exists to allow staff or faculty to report a concern, but there is very little student information available regarding standards for program continuation or academic progress.

With regards to co-curricular activities and student media, there are meeting minutes available, but no policies could be found easily accessible to students. Roles, opportunities and information on involvement or starting clubs or organizations are clearly outlined. Student government or other club and organization policies should be easily available without request.

Policies and procedures relating to human resources are communicated and available via Sharepoint. The policies are reviewed on an annual basis or more often if necessary. Contracts are negotiated with full-time faculty, part-time faculty and classified staff. Grievance and other policy information are available to employees via Sharepoint, and those not employed by the college are directed to contact the appropriate offices. Sharepoint is password protected and not available to non-employees.

Just prior to the evaluation committee visit, the College announced a reduction of workforce requiring layoffs. Despite this challenging situation, there were no indications that there was any

unfairness or inequity in the process. Employees expressed that policies, conditions of employment, and related human resource procedures were all in place and functioning.

Human resource records are secure and kept confidential, both in paper records and via electronic files. Applications are submitted via a secure online process.

Clatsop Community College represents itself clearly, accurately, and consistently in all manner of communications, including the catalog, website, and brochures. Academic programs and support services are clearly described throughout College publications.

The College appears to exemplify high ethical standards. Expectations are clearly communicated through the mission and value statements. The College maintains and communicates Board policies related to ethical behavior and is subject to the Oregon Revised Statute that addresses conflict of interest by public officials.

The College's faculty collective bargaining agreements communicate and govern the ownership, control and production of intellectual property.

Accreditation status is accurately represented in the College Catalog. Additional information is available in the President's Office.

Clatsop Community College began a strategic partnership with Oregon Coast Community College (OCCC) beginning July 1, 2010. OCCC operated under Chemeketa Community College's accreditation status from 1997-2010. A Substantive Change Prospectus was submitted to the Commission in June 2010.

OCCC conducted a self-study addressing the delivery of credit courses and the programs, services and resources necessary to support them consistent with Commission standards; this information was included in the Clatsop Self-Evaluation Report. Relevant materials were included in the resource room and evaluation team members interviewed the OCCC president and lead administrators.

The relationship is operating in compliance with the Commission's Policy A-6-Contractual Relationships with Organizations Not Regionally Accredited. In addition, the contractual relationship is consistent with the Oregon Revised Statues regarding community colleges. The primary purpose of the partnership is educational, while ancillary purposes focus on student support services and strategies for student success.

OCCC contracts with Clatsop Community College for specific services including curriculum, course transcription, financial aid, and awarding of certificate and degrees. The contract is executed by designated officers of the institutions with clearly articulated expectations for all contracted areas.

The contractual relationship appears to benefit both institutions as evidenced by shared curricula, shared student services (financial aid in particular), use of technology, and the stated potential for

professional development opportunities. The financial support provided by OCCC has been critical to student service staffing that benefits both colleges.

It is clear from interviewing staff from both institutions that the professional relationships are of high quality; both institutions are willing to share; and, both institutions believe there is a mutual benefit to the colleges and the communities being served. Staff from both institutions participate in weekly meetings and those interviewed report that communication is excellent between the two institutions.

The College publishes and adheres to Board policies regarding academic freedom. These policies are developed, in part, to protect members of the College community from external influences and harassment. Faculty describe an environment that values academic freedom and open discussion. Further, the administration takes seriously results from the regular climate survey. The results of the survey, along with input from regularly-scheduled meetings such as President's Council and academic division meetings, are used to continually address and improve the College environment.

Compliment: The Committee compliments the Board of Trustees for their commitment to the comprehensive mission, modeling of open and honest public dialog, and clear understanding of the differences between the roles of the Board and President.

Standard 2.B. Human Resources

The Human Resources Office provides comprehensive services in all aspects of recruitment and personnel functions. The Human Resource office coordinates annual evaluations of staff and administrative positions and supports supervisory activities. Faculty evaluations are coordinated through the Vice President of Instruction. Professional development is supported through college wide activities that are scheduled quarterly and through funds available for faculty and staff.

Clatsop Community College departments are staffed by dedicated individuals who have the appropriate experiences, qualifications and certifications necessary to perform their functions. Criteria and procedures for hiring and retention of staff and faculty are clearly communicated and outlined in policies accessible to all members of the college community. Contracts are negotiated for three of the employee groups (classified, part-time faculty, full-time faculty) and policies for all are accessible online.

Attention is given to maintaining the appropriate number of qualified faculty necessary to serve students in academic programs. Despite budget issues, the College is balancing the needs of instruction with the necessary reductions of faculty and staff. Human Resources provides services and support for employees of all types via access to an effective Employee Assistance Program.

Regular and substantive faculty evaluation processes are not as clearly communicated to the college community as other evaluation processes. While policy exists that supports evaluation of faculty, process and procedures are not readily accessible or apparent; nor was it clear to the

Committee that changes had been made to the faculty evaluation process since it was last addressed by the Commission in 2006.

Standard 2.C. Education Resources

The College provides programs—wherever offered and however delivered—with appropriate content and rigor, that are consistent with its mission. This was verified with evidence from the catalog, Instructional Council minutes, program review documents, course outlines, interviews, and course and program assessments. Further, the content leads to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study. The degree programs demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Further, there is strong evidence of integrating active learning techniques and opportunities across the curriculum. Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

As evidenced in the College catalog, the General Education component of the programs demonstrates an integrated course of study. The Associate of Arts – Oregon Transfer Degree and Associate of Science – Oregon Transfer Degree in Business include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Associate of Applied Science degrees and one year certificate programs contain a recognizable core of related instruction with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

The Associate of Arts – Oregon Transfer Degree, and Associate of Science – Oregon Transfer Degree in Business, Associate of General Studies Degree, Associate of Applied Science Degrees, and one year Certificates, as evidenced in the College catalog and program review documents, have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

The institution identifies and publishes expected program and degree learning outcomes in the college catalog. Expected student learning outcomes for courses are provided to enrolled students in the course syllabi. Institutional Student Learning Objectives (ISLOs) outcomes from individual courses do not appear on course syllabi. There are inconsistencies—across and within programs—in faculty assessment of student achievement of clearly identified learning outcomes as addressed in the core theme section.

Admission and graduation requirements are clearly defined and readily available in the college catalogue. Credit for prior learning is granted and guided by approved policies and procedures and awarded under Commission guidelines. The Associate of Arts-Oregon Transfer (AAOT)

and other agreements such as dual enrollment with Eastern Oregon University support ease of student transfer.

The College provides for faculty a well-defined structure and process—with clearly defined authority and responsibilities—to design, approve, implement and revise curriculum. Both academic and professional-technical faculty create new and revised course outlines and serve on Instructional Council where these course outlines are approved. Faculty are responsible for the implementation of these approved course outlines. Academic faculty collaborate with transfer institutions to ensure transferability of courses. Professional-technical faculty collaborate with program advisory committees to ensure that curriculum reflects the current needs of industry. Faculty have an active role in the selection of new faculty through participation on screening committees. Faculty with teaching responsibilities are taking responsibility for assessing student achievement of learning outcomes that have been clearly identified, although there is inconsistency in obtaining all data called for in assessment plans and in reporting of how the results have been used to improve student learning.

Library and information resources support the College's curriculum, ensuring that students and faculty have access to an adequate collection of materials that support teaching and learning activities. The librarian collaborates with faculty to review course and program outcomes to determine how information literacy instruction can enhance student success. Faculty value information literacy and appreciate having the ability to work with a librarian to infuse information literacy into their courses. Results from a faculty survey conducted in the fall of 2010 indicate faculty are very satisfied with the instruction provided by the librarian for specific classes, rating this service with a score of 3.9 on a 4.0 scale.

The College's continuing education programs (all non-credit) and other special programs are compatible with it's mission and goals, directly aligning with being community focused and being a comprehensive community college that provides continuous learning opportunities. The granting of Continuing Education Units (CEUs) for continuing education courses is guided by generally accepted norms of the profession or industry, based upon the College's mission and policy, consistent across the College, appropriate for the course objectives, and is determined by student achievement of identified learning outcomes (usually between four and five for each course).

Standard 2.D. Student Support Resources

Clatsop Community College student services are comprehensive and support the College's mission. Student Services addresses the essential service areas such as credential evaluation, financial aid, enrollment management and advising. Policies and procedures related to students are published and accessible to all students. In addition, counseling and student support services appropriate for the institutional location and characteristics are provided and staffed with qualified and dedicated staff. Career service staff support cooperative work-experiences and transition from academics to the workforce.

The College has multiple grant-supported programs designed to enhance student success from entry to graduation. Lives in Transition students cite the program's balance of challenge and support as instrumental in student success, also evident in graduation and retention rates of participants. The TRiO program, PLUS, provides services to 166 students seeking transfer degrees and consistently delivers retention and graduation outcomes.

The physical location of student services functions and offices facilitate student access to staff and resources. The College has invested in efficiencies via technology to provide student access to services online and provide appropriate security for student records.

Standard 2.E. Library and Information Resources

The College Library's mission supports the College's mission "by providing the resources, services, and instruction to support the teaching and learning of students, staff, faculty, and to all possible extent, the greater community." In order to achieve this mission, the library has established goals to be accessible and responsive to student needs. The library accomplishes these goals by providing highly responsive service to all patrons, maintaining a collection of resources adequate to meet basic information needs, and participating in college service activities.

Recognizing the need to incorporate digital resources into the collection, the library has dedicated a large percentage of the materials budget to online full-text database subscriptions. The library subscribes to a wide range of databases in support of the College's educational offerings, including CQ Researcher, Literature Resource Center, and CINAHL, a full-text database, which supports the Nursing and Allied Health instructional programs. Students and faculty can access the library's digital collection remotely, ensuring library resources and services are available wherever offered and however delivered. The library collection, including print, digital, and media material, is adequate for the basic information needs of students and faculty. A robust interlibrary loan service, complemented by a regional courier service, supplements the local collection when necessary.

The Library's web site provides a well-organized access point to library services and information resources. Policies and information about library services are presented on the web site along with links to information resources and video tutorials.

Although no formal alignments appear to connect the College's core themes to the library, library programs and services are consistent with all four core themes. For example, the Foundational Skills, Transfer, and Workforce core themes are supported by the library's information literacy instructional program. The Library also supports the Community Outreach theme by providing community members with open access to the library. Three public computer workstations are available for public use and free wireless access to the Internet is also available. Community patrons may purchase a library membership card to borrow library materials.

There is no evidence that formal planning is taking place in the library. However, library staff indicate that the needs of faculty and students are taken into consideration when decisions are made about library services and information resources. Faculty and students appear to be

satisfied with the services and information resources provided by the library. Student and faculty surveys conducted in 2010 indicate that while both groups were generally satisfied with library services and resources, many responded they would like to see additional resources added to the library collection.

The library has adopted an Information Literacy Mission statement that states the library, "strives to build a framework of information skills and knowledge that can be drawn upon to empower the individual as a student, professional, or citizen for a life time of learning." The instructional programs offered by the library staff provide instruction in a variety of settings, ranging from the reference desk to the classroom, and the librarian works with faculty to embed information literacy into curriculum. The library also provides students with the resources necessary to support the development of information literacy skills. Additionally, the library fulfills its Information Literacy Mission by offering a one credit online course, *Information & Research Skills*, each quarter. The course is designed so students can complete course assignments by working on research topics assigned in other classes.

No documentation was shared with the committee to indicate that the quality, adequacy, utilization and security of the library and information resources and services are regularly and systematically evaluated. The lack of documentation may have been due in part to a lack of data as the library is currently unable to access reports from its automated circulation system. Even so, library services and resources appear to evolve and change over time as staff identify new opportunities to improve services and resources.

Compliments:

The Library staff is complimented on the high level of service they provide to the college and community.

The Library is complimented on their well-designed, usable web site which provides access to library services and resources twenty-four hours a day, seven days a week.

Standard 2.F. Financial Resources

The College has worked diligently on the management of its fiscal resources in the past few years. There have been sufficient cash flows and reserves to support its programs and services. With the financial challenges presented by the economic strains suffered by all, the College has had to deplete some financial resources. This year the College borrowed funds on a short-term basis to deal with the timing of anticipated tax receipts for operations. The loan was repaid within 30 days. Adequate financial planning and realistic development of financial resources given the continuing decline in State funds is cause for concern. Revenue consists of tuition, student fees, state funding, local property taxes, grants and state timber sale funds. In order to support fulfillment of its mission, it has been necessary to increase tuition annually.

The operating budget process is detailed and iterative. The underlying assumptions and procedures for the current year and subsequent years are reviewed. There is limited

understanding and participation in this process, and many campus community members report a lack of comprehension and inclusion; however, the budget is available on the web for everyone to review. The Vice President of College Services provides a report on the College's operating budget status along with a description of any variances in expenditures in the Board of Directors' meeting packets.

Annual audits are conducted by a local CPA firm in accordance with generally accepted auditing standards. There were two findings in the June 30, 2010 audit. The College responded in a timely, appropriate, and comprehensive manner to both findings.

The Business Office is working on a Policies and Procedures Manual to document all accounting functions. This is an important long-term project and once established, updating would be an ongoing process. This is an opportunity to strengthen internal controls.

Standard 2.G. Physical and Technological Infrastructure

Clatsop Community College has been dealing with facilities issues for more than three decades. After several years of diligently pursuing funding to implement the Jerome Campus Redevelopment Project (JCRP), the College was successful and began construction in 2008. This recently completed project included old facilities being demolished, one new building being constructed, and existing facilities being remodeled. HVAC and lighting were upgraded, buildings were made weather-tight and new roofs were installed across campus. The savings in utilities from these improvements will be used to fund service contracts for maintenance systems on elevators, HVAC, fire alarms, and water treatment, making them sustainable for years to come. The addition of elevators, lifts, and walkways and restroom upgrades, make the campus fully accessible. The College now has facilities that are accessible, safe, secure, and sufficient in quantity and quality.

The JCRP also allowed the College to make vast improvements to its technological infrastructure. There is new fiber across campus and data ports in all classrooms. The College is able to support a new data management system allowing online services to its students. This new infrastructure is able to support more computer systems, student labs, and telephones. This allows better support of the College's management and operational functions, academic programs, and support services.

The completion of this project has created a sense of pride among faculty, staff, students, and the community. At campus forums the redevelopment project was mentioned several times as a College strength, saying it has become a "real" college campus.

Compliment: The College is complimented for its attractive and well-maintained grounds and facilities.

Planning

Standard 3.A. Institutional Planning

The College has an evolving process for planning. The comprehensive planning process has changed many times in the past decade, in large part because of numerous changes in executive leadership positions. The comprehensive planning process is not well-documented; as a result it is difficult to determine the extent to which the process is systematic and integrated. While much work has been done recently to bring clarity to the process, it is not clear that the process is broad-based and there is little evidence that the planning process guides decisions on resource allocation. The institution's planning includes emergency preparedness and contingency planning for catastrophic events.

College staff indicated that the core theme work has been helpful and has illustrated the need for alignment of the mission statement with the themes, objectives and measures, as well as the need to align institutional planning with department and course-level planning.

Core Themes

Core Theme 1-Foundational Skills: Develop a foundation of skills and abilities for students so they become capable of attaining their educational goals

Planning:

The Self Evaluation Report indicates this core theme has been used to guide the selection of some programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives. Both the Foundational Skills Institute and the First Year Learning Experience are examples of this. Both of these programs are in either initial planning or phased implementation stages and both are in Instruction. The objectives outlined relating to student support and advising are long-standing programs that also support the development of foundational skills, but were not created to ensure the accomplishment of the core theme's objectives. The Self Evaluation Report does not indicate awareness of this core theme by other departments within the College.

Because the Foundational Skills Institute and First Year Learning Experience programs are in the initial planning stage, it is not clear if planning guides the selection of the components of these programs to ensure they are aligned with and contribute to achievement of the intended outcomes of the programs.

The core theme clearly includes student advising and special student support programs, as well as developmental and pre-developmental education. That it also includes college level skills is less clear. While the First Year Experience is used to support this theme, there is no evidence the art faculty, college level writing faculty or the social studies faculty use this theme to improve their programs. Further, the English faculty reported the core theme covered only developmental

level students and that the inclusion of college level English in the assessment in chapter four of the Self-Evaluation was a mistake.

Assessment:

Collection and analysis of meaningful, assessable, and verifiable data is still in initial stages; much of the data has not yet been collected. In addition, some of the data proposed in the core theme achievement chart may not measure progress toward specific objectives. For instance, federally supported programs collect data as defined by federal reporting systems, some of which do not match the objectives related to student retention.

Objective A: Provide effective first contact services for students. The indicators and data sources for this objective appear to be meaningful, assessable, and verifiable.

Objective B: Provide tools and resources, including initial assessment, that enable students to achieve their foundational skills. Indicator B1 for this objective (80% of initial assessments accurately indicate student readiness) cannot be measured with the COMPASS score as the source of data; the COMPASS score places the student and cannot be used to prove the placement is correct. Indicator B2 appears to be meaningful, assessable, and verifiable.

Objective C: Support students with tailored services so that they are successful in achieving foundational skills. Both indicators for this objective are meaningful and verifiable and the source of the data being the programs themselves is reasonable.

Objective D: Courses prepare students to attain their foundational skills. Indicator D3 is the only relevant indicator. Indicator D1 simply measures course offerings and Indicator D2 measures student need, not achievement. Indicator D4 appears to have supporting data which is meaningful to the core theme; however, it doesn't appear to relate to this particular indicator.

Improvement:

There is little in the Self-Evaluation to suggest that the results of core theme assessments and results of programs and services are used for improvement by informing planning, and decision making nor that they are made available to constituencies in a timely manner. Chapter 4 of the Self-Evaluation indicates that for most of the four objectives, data is not yet available. Where it is available, as for Objective A, what needs to be improved is clear, but the plan for improvement has yet to be completed.

While the committee that wrote this theme understood it well, this core theme has not been well communicated to the College at large. This is evident in interviews with students, faculty, and administrators, and it also is clear in the Comprehensive Self-Evaluation in which the College indicates it has made uneven progress between and within core themes.

Core Theme 2-Transfer: Prepare students to successfully continue their education at a four-year college or university.

Planning:

The Self Study does not provide evidence of planning and rationale for the choice of objectives that support the core theme. The Campus Assessment Team, including a member of the transfer core theme group and transfer faculty, were unable to provide clarity. These objectives are the institutional student learning outcomes adopted by the College as part of its mission statement. This places the transfer core theme objectives as part of the mission statement.

The Self-Evaluation states that a student obtaining a degree "should have achieved the College's eight intended ISLOs." This is the rationale provided to use six of the eight ISLOs as the objectives for the transfer core themes. These learning outcomes are institutional, but do not show up as objectives or indicators in the workforce core theme, only in the transfer core theme. In additional, no rationale is provided to express why the ISLOs successfully prepare a student for transfer.

Six of the eight institutional student learning outcomes were chosen as the objectives of this core theme. Rationale as to the choice to leave out two of the outcomes was not provided in the Self-Evaluation, and the Campus Assessment Team was unable to provide clarity.

Since the six objectives are one unit, they only provide one index by which to determine if students are successfully prepared to continue their education at a four-year college or university. In addition, these objectives are disconnected from the transfer degree program outcomes. The transfer degree program outcomes (AAOT) are listed in the Self-Evaluation under programs and services supporting the core theme. No other institutional programs or services are listed as supporting the transfer core theme. This implies that the transfer degree general education requirements are the only program or service supporting the transfer core theme. Further, the Campus Assessment Team indicated they had not considered any non-instructional programs or services to determine if they might support the transfer core theme.

Inconsistencies exist related to identifying meaningful indicators to support the stated objectives. In addition, some indicators might be meaningful with respect to the student learning objective across the entire institution, or for the workforce core theme; however, they are not isolated to the transfer core theme.

Assessment:

Objective A: Communicate effectively through writing, speaking, and imagery. This objective is the most developed and has the longest history of assessment. Currently, only one of the three parts of the objective is listed as being assessed. The writing indicator is a measure of the writing component of the objective, utilizing a random sample of papers from degree required writing courses. Evidence exists in the resource room to support multiple cycles of assessment with use of results. Evidence was not found in the resource room or faculty interviews to support inclusion of student papers from courses taught by part-time writing faculty, or to support that a

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representative sample of papers were evaluated. Number of papers for various cycles ranged from a low of three to a high of twenty-four. Writing faculty estimated 180-200 as the number of students in the writing course during a typical fall term. Speech and imagery are listed in the objective, but no indicators are listed. Faculty confirmed in interviews that these have yet to be developed. The speech and art faculty are involved in assessment at the course and program level with the general education transfer outcome (AAOT); however, this is not connected to the institutional student learning outcomes.

Objectives B and E: <u>Act with Integrity, Solve problems through critical and creative thinking</u>. Criteria have been established and assessment tools designed. In interviews, faculty indicated they were familiar with the assessment tools. The indicator is not specific enough. The Self-Evaluation states the data will be collected from "a variety of classes" but does not explain this statement. In addition, it is unclear if the papers were collected from transfer students or workforce students, or both. One round has been collected and analyzed. The reliability of the data is compromised as the Self-Evaluation states the first iteration was collected from papers, "students were willing to let the College copy for the study."

Objective C: <u>Understand and appreciate diversity</u>. Criteria have been established and an assessment tool designed. Faculty in interviews were familiar with the assessment tool. The indicator targets students in all programs, not just transfer programs; however, it is administered only to those students who choose to attend their graduation rehearsal, therefore it does not provide a representative random sample. Several years of results are verifiable, and have been used to make changes to some programs and services on campus in non-instructional areas.

Objective D: <u>Work effectively individually, collaboratively, and as a leader</u>. Cooperative Work Experience evaluations are listed as the primary indicator for this objective, however interviews verified that this is primarily an indicator for workforce, rather than transfer. Cooperative Work Experience is a requirement in a number of workforce programs. Interviews revealed the secondary indicator, service learning, is a future idea with no concrete timeline for implementation.

Objective F: <u>Demonstrate the skills for lifelong learning</u>. The indicator, a six-month post-graduate survey, focuses on continued college education and successful employment. No assessment has been done, nor is there a clear plan for incorporating this indicator to assess the objective. Faculty and administrators interviewed were unsure that a survey would have enough return to provide a valid assessment tool. The Self-Evaluation indicated the survey would go to all graduates. There is no indication of a plan to separate assessment of the objective for transfer graduates from workforce graduates.

Significant, meaningful, assessment data and use of results exists in the Self-Evaluation, faculty interviews, and resource room documents for the transfer degree general education components (AAOT). This work is listed as the only support program or service for the transfer core theme.

Improvement:

The College did not demonstrate that the objectives support the core theme or that the indicators support the objectives for transfer students. Further, there is an inconsistent approach to assessment. Accordingly, there is little evidence to support that the results of core theme assessments and results of programs and services are used for improvement by informing planning, decision making, or resources and capacity, or that they are made available to constituencies in a timely manner.

Core Theme 3-Workforce: Prepare students to succeed and compete in a worldwide economy.

Planning:

The three objectives selected for this core theme are well-framed to evaluate the College's success in preparing students to succeed and compete in a worldwide economy, as well as helping to prove fulfillment of the College's mission. There is evidence of alignment, adequacy and planning in the development of this core theme. The indicators selected to measure the attainment of each objective are quantitative and include feedback from students, advisory committees and employers. The College's ISLOs are not included as an objective for this core theme.

Student learning outcomes at the program level are clearly identified in the College catalog. Outcomes at the course level are identified in individual syllabi. There is no indication that ISLOs are included and assessed at the course level. Further, the Self-Evaluation Report does not provide an analysis of the adequacy and contribution of resources and capacity from across the College in meeting the objectives of this core theme.

Assessment and Improvement

Objective A: Preparation for entry into the workforce. Including raw numbers of students receiving certificates or AAS degrees is worth tracking but without knowing the percentage of students graduating, it is difficult to assess how well the College is doing in preparing students to complete. The goal of 65% completion (graduation) within four years is a worthy goal but data was not provided to show if this goal was being met, and if it is not being met, what actions or strategies could be put in place to reach this goal. The data show that completers who seek licensing or industry certification are quite successful in doing so. The more wide-scale use of e-portfolios appears to be a viable means to more fully assess completion of program outcomes.

Objective B: Employment Attainment and Success. The three indicators for this objective appear sound. Without data one cannot determine whether the goals are being met and what improvement strategies should be employed to help meet the stated performance goals.

Objective C: <u>Student Satisfaction, Relevancy, and Currency.</u> The three indicators are quantitative, however the data gathered and reported is anecdotal. In addition to surveying students about course satisfaction, data should be gathered that reflects satisfaction with certificates and/or degrees in order to match the goal outlined in the first indicator. Assuring the relevancy of courses is best performed by advisory committees and employers, rather than students.

As indicated, a more systemic and quantitative method for obtaining data from all advisory committees would be desirable. The stakeholder survey should be a good tool to meet this need for a more systemic data collection system. Minutes from only three program advisory committees were reviewed and used to assess the third indicator. This should be the practice for all program advisory committees.

Individual program and student learning outcomes have been developed and reported to varying degrees of completeness, depending on the program. These outcomes should feed directly into the core theme assessment chart as indicators for core theme, objective A.

<u>Automotive</u>:

The program educational outcomes and criteria for success appear sound and reflect national industry standards (NATEF). It was self-identified that the method faculty use to collect data to show goal performance needs refinement. Data reporting does not indicate if the 80% goals have been reached; it simply reports, "a majority" achieved goals. There is evidence that the use of library and information resources is integrated into the learning process as Alldata and several trade publications are available in the Learning Resource Center.

<u>Apprenticeship (Construction Trades, Electrician, Industrial Mechanics)</u>:

Program outcomes are aligned with industry standards and linked to the Training Trust curriculum. Attainment of a journey card is the only criterion for success being tracked and used to determine if all seven of the program educational outcomes are achieved. Program outcomes have not been tracked (will begin in spring, 2011) so there is no data available to show if the performance goal has been met, and what improvement strategies or action steps might be employed.

<u>Accounting Technician</u>:

Program educational outcomes are well defined, criteria for success are quantitative, data for assessment of reaching the performance goals are collected and analyzed annually and the findings are used to formulate changes that would lead to student learning outcome improvements. Both faculty and industry professionals are involved in the assessment of stated student learning outcomes, ensuring relevancy with the accounting industry. Findings are shared

with the business department advisory committee on an annual basis. As indicated, an assessment tool is needed for the diversity element of the program outcome #6. Overall, this program has demonstrated a sound, robust assessment program that leads to program and student learning outcome improvements.

Business Management/Administrative Office Professional/General Office Certificate:

The framework for the assessment plan in these programs is established to measure program outcomes. General goals for each outcome have been selected, but development of specific strategies for data collection and actual data collection have not occurred. These activities are set to begin spring, 2011.

Retail Management:

Even though intended learning outcomes specific to this program are published in the College catalog, a program specific assessment plan has not been developed. A multi-college consortium is in the process of revising student learning outcomes.

Computer Aided Design and Drafting (CADD):

The learning objectives and indicators measure program outcomes. Data has been obtained for all indicators except for one, and findings show that all performance goals are being met except one. Even with most of the performance goals being met, faculty and the advisory committee have used the assessment results to make changes to the program to improve student learning.

Criminal Justice Program:

The educational outcomes and criteria for success are developed, although there are no specific performance goals or percentage targets listed with the criteria for success. Data collection and findings allude to a 70% achievement target. There is very good evidence that the faculty and advisory committee have used the assessment finding to implement changes to courses and the program to improve student performance in areas found to be lacking.

Early Childhood Education:

No assessment plan was provided for this program. The program was recently reorganized with the new curriculum to be launched in 2011-12. A certificate and AAS degree will be offered. The advisory committee has recently been reactivated.

Fire Science:

Program outcomes are aligned to meet National Fire Protection Agency and Oregon Department of Public Safety and Standards. Faculty utilize NFPA and DPSST task books and Task Performance Evaluations on an on-going basis. More structured term-by-term assessment

activities will start again in fall, 2011. The objectives and indicators for this more structured assessment plan are well-developed with specific targets for performance goals.

Historic Preservation and Restoration:

This is a new program. Program assessment has been initiated and is 20-25% completed at this time. A complete program assessment will begin in 2011-12. A capstone course will be the focus of much of the assessment. The objectives and indicators for this assessment plan are well-developed with specific targets for performance goals. Initial assessment activities, which have been reviewed with the advisory committee, have already resulted in improvements, such as developing a new safety course sequence and a new sequence of material courses to fill in a missing component needed by industry.

Maritime Science Seamanship and Vessel Operations:

Program outcomes and assessment criteria are aligned with the United States Coast Guard and the International Maritime Organization. Assessment is currently done on an informal basis. Departmental faculty meet monthly to review class assessments and to discuss course improvements and student needs. Departmental outcomes are developed and reviewed annually with the industry advisory board. Formal competency checklists will be implemented during spring, 2011. The objectives and indicators for this assessment plan are well-developed with specific targets for performance goals.

Nursing:

The nursing program assessment is multi-faceted. Cohort data is collected and analyzed for tracking completion rates. Outside objective assessments are conducted by Assessment Technologies, Inc. Success on state board licensing examinations is also evaluated. Student portfolios are scored using a rubric and graduates and employers are surveyed to determine satisfaction with the program. The advisory committee reviews the program twice a year. The objectives and indicators for the assessment plan are well-developed with specific targets for performance goals. The only results reported were for percentage of students passing the NCLEX exam upon graduation and licensed as a registered nurse. These results are very positive. Results for all other objectives will be evaluated again after spring term, 2011. There was much mention of continuous, multi-faceted review of student performance, learning outcomes, program outcomes, etc. but no examples of improvement strategies that were implemented as a result of assessment were included in the report.

Medical Assisting:

Program assessment is multi-faceted, including current students, faculty, practicum mentors, an advisory committee, graduates and employers. Program educational outcomes and criteria for success are well-developed. Results have been gathered for two of the outcomes and these

results exceeded the performance goals. Results for the other outcomes will begin in the spring of 2012. It was reported that faculty use these results to make changes to their syllabi each term.

Sustainable Energy Technician:

This program just started during winter, 2011. The program assessment objectives and indicators are well-developed with specific performance goals. An advisory committee is in place.

Truck Driving:

This is a new program, started in the fall of 2010. The program outcomes meet the standards developed by the statewide Trucking Solutions Consortium. This consortium meets annually to review curriculum and program outcomes. The program assessment objectives and indicators are well-developed with specific performance goals given. Data have been collected for two of the five program objectives and 100% of students have successfully met the criteria for success. The other three program objectives will be evaluated once current students have completed the second half of the program.

Welding:

Program outcomes are aligned with American Welding Society standards. The program assessment objectives and indicators are well-developed with specific performance goals. Four of the ten program outcomes are currently being assessed with the remaining six to start gathering data in spring, 2011. The results to date have been very positive. Outcome data is shared with the advisory committee.

Core Theme 4-Community Outreach: Engage in collaborative leadership to meet the cultural, economic, educational, personal development, social, and vocational needs of the community.

The College engages in collaborative leadership to meet the cultural, economic, educational, personal development, social, and vocational needs for the community. This is consistent with the overall mission of the comprehensive community college. Three objectives were identified for this core theme and the objectives appear to guide the planning. The objectives include facilities and funding for community outreach; provide courses and events that address community needs; and, staff and students provide leadership in collaboration with community partnerships.

While there are gaps and inconsistencies in the planning, assessment and improvement cycle, the College provided ample evidence of many activities and partnerships that connect the College to the community. Faculty and staff report great pride related to community connections.

Planning:

In planning for the core theme, the objectives lack output indicators or student evaluations regarding programs. Indicators did not appear to draw from across the college operations—significant programmatic efforts such as Upward Bound or Talent Search were absent from indicators. Additionally, not all objectives were linked to programs later offered as examples and in initial planning Small Business Management objectives are not included.

Assessment and Improvement:

Objective A: <u>Facilitating and Funding for Community Outreach.</u> The assessment cycle of objective A appears complete, but the results show that the College is not meeting desired indicators. Analysis was absent; however, the recommended actions indicate assessment findings resulted in continuance of efforts in the areas of facilities and funding.

Objective B: <u>Provide Courses and Events which Address Community Needs.</u> Indicators for this objective capture quantitative data regarding courses and events. Recommended actions appear appropriate for the indicators, but could be enhanced through operational definitions of what constitute "interesting" or "challenging" and how to measure such indicators.

Objective C:

The indicators did not completely inform the objective and results were incomplete. This does not allow for recommended actions beyond improved data collection. Student data was not included and only faculty were surveyed, rendering the analysis incomplete.

While some data is provided related to the Arts & Ideas program, it is unclear how the data is assessed and linked to core theme objectives and indicators. Objectives, indicators and results for the Education4Life program are repeated from the overall core theme, with some omission that is not clearly explained. Basic data related to course offerings is provided, along with resulting actions. The Small Business Management program is absent from the overall Core Theme assessment. As a result, while some efforts have been made to demonstrate program success, the indicators are not apparent and the data is anecdotal.

Mission Fulfillment Adaptation & Sustainability

<u>Standard 5.A. Mission Fulfillment</u>

Clatsop Community College has identified four Core Themes with associated objectives and indicators of achievement. The College has done this during a time of transition from the previous NWCCU accreditation standards and done so in a highly compressed time frame.

While the institution has been actively engaged in assessment of course, program, and degree outcomes, not all programs regularly assess accomplishments, and the link between these assessments and institution-level assessment is unclear. Further, the assessment of Core Themes is inconsistent and uneven.

The limited data available for core theme assessment make thorough review and related decision-making difficult at best. The lack of documented planning processes make it difficult to determine the connection between assessment results, determinations of quality, and mission fulfillment.

Standard 5.B. Adaptation and Sustainability

The College uses numerous resources to monitor its internal and external environments. Recent budget shortfalls in the State of Oregon have created the need for extreme cuts at the college level. This has created an environment of uncertainty for faculty and staff; however, the College has regularly assessed the adequacy of it resource and capacity in the short-term. There is no evidence of a long-term strategic plan that documents its potential to fulfill its mission.

Commendations & Recommendations

Commendations

1. The Committee commends the institution for its caring, student-centered approach. The focus on students is evident throughout the College, including the Board, administration, faculty and staff.
2. The Committee commends the College faculty, staff, administration and students for their active partnerships with the community and the focus on community connections.
3. The Committee commends the College for integrating active learning throughout the educational experience.
4. The Committee commends the College for the strong partnership between the library and the instructional faculty, which results in the infusion of information literacy across the curriculum.
5. The Committee commends the College for the transformation of its facilities. With completion of the Jerome Campus Redevelopment project, the College has created buildings that are attractive, sustainable, accessible, safe, and energy efficient.

Recommendations

1. The Committee recommends the College develop an integrated planning process that is inclusive, well-documented, articulates priorities, and guides decisions on resource allocations (3.A.1, 3.A.2, 3.A.4).
2. The Committee recommends the College revisit the Core Theme Objectives and Indicators to holistically evaluate, align, correlate and integrate programs and services across college operations with respect to mission fulfillment (1.B.1, 3.B.1, 4.A.4).
3. The Committee recommends the College document its assessment plan to ensure the regular and comprehensive assessment of programs, services, as well as educational courses, programs and degrees to achieve identified outcomes (4.A.2, 4.A.3, 4.A.6).