

YEAR ONE SELF-EVALUATION REPORT

to

The Northwest Commission on Colleges and Universities

Submitted

by

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March 1, 2012

Table of Contents

Institutional Overview	1
Preface.....	3
Institutional Changes since Last Report	3
Response to Topics Raised by Commission	4
CHAPTER ONE: Mission, Core Themes, and Expectations	6
Executive Summary of Eligibility Requirements 2 and 3	6
Standard 1.A Institution’s Mission Statement	6
Interpretation of Fulfillment of the Institution’s Mission	6
Standard 1.B Core Themes	9
Core Theme 1 – Foundational Skills	9
Core Theme 2 – Transfer	10
Core Theme 3 – Workforce	11
Core Theme IV – Community Outreach.....	11
Conclusion	14

APPENDICES

Appendix A: Survey of Those Attending Clatsop Community College Strategic Planning Presentations

Appendix B: Faculty, Staff, and Student Input for Clatsop Community College's Strategic Planning Development

Institutional Overview

Since 1958, Clatsop Community College has served Clatsop County, Oregon, as its public, two-year institution of higher education. The College also serves significant numbers of students from Columbia County in northwest Oregon and Pacific and Wahkiakum Counties in southwest Washington. The College's main campus is located near the mouth of the Columbia River in historic Astoria. The College offers high-quality, low-cost education to the communities it serves.

During its more than 50 year history, the College has increased annual enrollment to approximately 7,000 students each year. The College provides instruction and training in the liberal arts and sciences, career-technical fields, adult basic skills, developmental education, and continuing education.

A key operative word for Clatsop Community College is "Unique." The College:

- Was the first community college in Oregon to be regionally accredited.
- Provides the state's highest percentage of enrollment in career-technical workforce preparation among its community colleges.
- Offers the only public, two-year Maritime Science program on the west coast.
- Maintains its Fire Research and Response Center as one of only six of its kind operated in the United States for preparing firefighters for both maritime and land-based fire suppression and rescue.
- Developed Historic Preservation and Restoration certificate and degree programs that have stimulated economic development in the community, including the creation of a new economic cluster focused on historic preservation.

The College is certainly not without its challenges. Its geographic isolation and rural setting is a double-edged sword. The College serves a vital educational role in the community unavailable from any other source, but has a finite enrollment base that has required resourceful and creative efforts to sustain its viability. Its location, combined with course offerings in niche areas, has resulted in enrollment stability from year to year. This stability works to the College's advantage when enrollment is down at other community colleges throughout the state, but threatens its financial stability when enrollment is up at other institutions. In the current economic depression the College's smaller than the average increases in enrollment has resulted in a proportional loss in our share of state funds as they are distributed amongst the state's 17 community colleges. This decline, coupled with net reductions in total state support, created financial challenges to our rural community and our small College's operations on the north Oregon coast.

The communities we serve are also challenged to survive. Natural resource industries like fishing and forestry have become minimal contributors to the region's economic vitality. Seafood processing, once a thriving economic base for the area, shrank years ago from dozens of plants to a few. Forest processing mills also have declined to only two in operation at this time. An exodus of younger families needing to find gainful employment, along with an influx of retirees to our communities has reversed the demographics of our area in the past two decades. These changes have presented challenges and opportunities for Clatsop Community College.

Institutional Overview – Oregon Coast Community College (OCCC)

Oregon Coast Community College contracts with Clatsop Community College for specific college services—including college curriculum, course transcription, student financial aid, and other functions that provide essential services. Oregon Coast Community College was established by Lincoln County voters on May 19, 1987, and began its first term June 1987. The OCCC District encompasses all of Lincoln County, a rural area of nearly 1,000 square miles, on the central Oregon coast with a population of almost 45,000. In May 1992, a tax base was approved by the voters, providing OCCC with continuous base-level funding. Voter-approved initiatives lowering local tax support and dwindling state support of community colleges have slowed OCCC's expansion of services. The Board established the College Foundation in 2000 to help support instructional programs and related services.

Serving nearly 1,500 individuals each year, OCCC has refined its programs and services to include a variety of programs for college transfer, professional/technical, small business assistance, adult basic skills, and community education. OCCC created its signature Aquarium Science program, the first students enrolling fall 2003, and added an Associate Degree Nursing program in the Fall Term 2006. A significant federal grant is enabling the College to plan for the creation of new career technical programs that will begin in fall 2012. New programs planned are Criminal Justice (Associate of Applied Science), Medical Assistant (Certificate), Care Nursing Assistant (Certificate), and Home Health Aide (Certificate).

OCCC achieved the passage of a facility bond in May 2004 that resulted in the construction of three modern, well-equipped accessible campuses appropriate to instructional and student support services it provides. The Aquarium Science Building at the Central County Campus in Newport (9,270 sq. ft.) was completed summer 2011.

Establishing a contracting relationship with Clatsop Community College continues to be beneficial for Oregon Coast Community College. Many of the original goals of establishing the relationship have been realized by the following:

- Implementation of an accessible, reliable and sustainable data management system to enable OCCC to provide online registration and other essential web services in an integrated web-based environment, including increased efficiencies made possible by the strategic use of technology in daily operations and planning;
- Great progress in the use technology to improve services for students in areas of admissions, advising, financial aid, general communication, transcripts, degree audits, student placement, and general support;
- Improvement in the accuracy and accessibility of data across functions to improve institutional effectiveness and planning; and
- Increased OCCC self-reliance that will move it closer to readiness to apply for candidacy for accreditation.

The partnership between Clatsop and OCCC continues to be supported by the work of the two colleges' respective faculty and staff, working together with similar visions, missions, and values that enhance the services available to their constituencies.

PREFACE

Clatsop Community College submits this year one self-evaluation report to the Northwest Commission on Colleges and Universities (NWCCU) as our start of the new accreditation seven-year cycle of ongoing accreditation review.

Institutional Changes since Last Report

The Clatsop Community College Board of Education, President Larry Galizio, administration, faculty, staff, students, and stakeholders from the College's service communities are taking the results of the NWCCU's evaluation team's full-scale accreditation visit in April, 2011, to improve the quality of the College's mission fulfillment as identified in the team's recommendations. In the intervening months, several significant changes have occurred. These include:

- A new Vice President of Finance and Operations (Ms. JoAnn Zahn) was hired and began her leadership tenure at the College in August 2011.
- Incoming Vice President of Finance and Operations Zahn determined that the budgeted revenues were over-estimated based on the actual revenues from the previous fiscal year. The College administration has taken the necessary steps to reduce current year expenditures and increase revenues to result in balanced year-end financial reports. These steps included organizational restructuring, program rationalization, consolidating and/or reducing administration, staff, and faculty positions, and a mid-year tuition increase. Even with the loss of valued personnel, the College has been able to maintain courses and support services for students.
- In conjunction with the budgetary adjustments alluded to above, the College announced the elimination of the criminal justice AAS program and the suspension of its business certificates and degrees, with the intention of reactivating them in modified form during 2012-2013. Provision for teaching-out students close to completion has been made.
- The Vice President of Instruction left the College for a new leadership challenge in January 2012 and the Dean of Learning position was eliminated in July 2011. The Dean of Student Services announced his retirement in June of 2012. In the interim, supervisory responsibilities have been shared by the remaining administrative staff until the newly created position of Vice President for Academic and Student Affairs is filled in July 2012.

Despite these changes, the College continues to fulfill its mission of educating students, supporting economic development in the region, and being an integral part of the local community.

OCCC Changes since Last Report

Since the full-scale accreditation visit at Clatsop Community College last spring, significant changes at Oregon Coast Community College include:

- Long-serving President Patrick O'Connor resigned, effective November 30, 2012. The OCCC Board of Education appointed Aquarium Science Director Bruce Koike as Interim

President for two-year period through December 2013. A presidential search process is now pending.

- OCCC has worked diligently to close a substantial budget shortfall in the 2011-2012 fiscal year as well as planning to address a potentially larger shortfall for 2012-2013. Interim President Koike and Director of Finance and Business Operations Gregory Holmes have led administration and staff in efforts to reduce expenditures and increase resources, with a longer-term goal of increasing the contingency fund to at least ten percent of the general fund. Measures to limit expenditures have included a compensation freeze for faculty and staff, as well as furlough days for staff.
- Dedication of the Aquarium Science Building at the Central County Campus in Newport in August 2011 marked the completion of construction projects resulting from the facilities bond passed by Lincoln County voters in 2004. Planning is underway to spend down remaining capital construction funds by restoring several infrastructure items cut during design and construction phases.
- A substantive change is the creation of new career technical programs made possible by funding from a Credentials Acceleration and Support for Employment (CASE) and Trade Adjustment Assistant Community College Training (TAACCT) grant. Programs currently under development are Criminal Justice (associate of applied science) Medical Assistant (one-year certificate), Care Nursing Assistant (less-than-one-year certificate), and Home Health Aide (less-than-one-year certificate).
- In part to honor the OCCC's twenty-fifth year of existence, the College is working to re-establish and expand its non-credit community education offerings.

Response to Topics Raised by Commission

The full-scale accreditation visit in spring 2011 resulted in three recommendations from the evaluation team. There were:

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).

Integrated Planning

The College has undertaken a complete revision of its planning model, more fully integrating the College mission, its strategic goals (with priorities included), the objectives and measures of goal accomplishment, and the budgetary implications of the plan. The process is currently under way.

The development of this integrated plan began with an inclusive campus and stakeholder discussion of revisions to the College's mission statement to remove immeasurable assertions and reduce its complexity as a guiding overview. The current working draft, reviewed by the College Council at its February 2012 meeting, is as follows:

Our mission is to build an educational community that provides open access to quality learning opportunities preparing the people of our region for productive participation in civic, cultural, social, and economic life.

Simultaneously, the College cabinet has undertaken an ambitious series of visits with groups and individuals representing College constituencies, including local school boards, business organizations, service clubs, local government governing groups, advisory committees, and staff groups. During these visits, the presenter introduces the College's planning challenge using the "Strategic Plan with Financial Update" PowerPoint followed by a structured interrogative to solicit group input on College priorities and collect ideas for College improvement. Beginning in March, 2012, these visits will also collect responses to "SURVEY OF THOSE ATTENDING CLATSOP COMMUNITY COLLEGE STRATEGIC PLANNING PRESENTATIONS" (Appendix A).

The College has undertaken the following additional steps to collect community and college input to the planning process:

- Placed a direct link to a Strategic Planning survey on the College's home page (<http://www.clatsopcc.edu/content/strategic-planning-survey>)
- Published an open email address for college improvement and budget development suggestions: ideas@clatsopcc.edu. These are regularly read by the College president.
- College staff and Faculty are currently being surveyed regarding the planning process and the adequacy of the 2011 Core Themes using the "FACULTY, STAFF, AND STUDENT INPUT FOR CLATSOP COMMUNITY COLLEGE'S STRATEGIC PLANNING DEVELOPMENT" questionnaire (Appendix B).

The College is now transitioning to the development of measures of mission fulfillment through the College's strategic plan, core themes, budgeting plan, and assessment efforts, thus implementing a comprehensive and integrated planning and evaluation process.

Core Theme Objectives and Indicators Revisited

As the College's mission becomes clarified with strategic priorities, college objectives, and the core themes are integrated into the College's planning, the College Assessment Team (CAT) will operationally define Core Theme Outcomes as indicators to drive continuous quality improvement efforts on a regular schedule.

Assessment Plan

The College's Assessment Team continues its work to complete the iterative cycle on measuring the College's eight (8) Institutional Student Learning Outcomes (ISLOs). It will also recommend functional refinement of the core themes that follow from the strategic planning process now underway. The Team will also implement revised program review measures consistent with the College's refined Core Themes. The self-study process greatly assisted the College and its assessment team in nesting these heretofore perceived as separate efforts into a comprehensive continuous quality improvement process; this was a palpable paradigm shift for many on campus when faced with the creation and development of Core Themes, the adoption of the Nichols Five-Column model, and concerted effort led by the instructional leadership for faculty to assess their curriculum, programs, certificates and degrees, and contributions to ISLO assessment through the synthesis of all of these assessment efforts into a more coherent whole.

CHAPTER ONE: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: MISSION AND GOALS

The institution's mission is clearly defined and adopted by its governing board(s) consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education.

The institution's purpose is to serve the educational interests of its students and its principal programs lead to formal degrees. It devotes all, or substantially all, of its gross income to support its educational mission and goals.

Eligibility Requirement 3: INSTITUTIONAL INTEGRITY

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves, as determined by its chartered purposes and accredited status.

Standard 1.A Institution's Mission Statement

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

While the College continues to function with its currently adopted mission statement, the College has undertaken a reevaluation of its mission statement as part of its response to the recommendations of the NWCCU 2011 evaluation team recommendations to integrate its mission, core themes, strategic planning and assessment practices into a continuous improvement process. The following revised mission, as the foundation document for this integrated process, has been reviewed by the College Council preliminary to being endorsed by the College Board of Education:

Our mission is to build an educational community that provides open access to quality learning opportunities preparing the people of our region for productive participation in civic, cultural, social, and economic life.

Oregon Coast Community College Mission

Oregon Coast Community College contracts with Clatsop Community for specific college services, including college curriculum, course transcription, student financial aid, and other functions that provide essential services. OCCC's mission was adopted by the Oregon Coast Community College Board in 1988. The mission is published in the college catalog, in the faculty handbook and on the college website (www.oregoncoastcc.org). It is also posted on the walls of OCCC's campuses at several locations. Mission fulfillment is defined at OCCC by the terms of the mission statement, the vision statement and the core values as follows:

To provide personalized service for Individuals, for Community, and for Business and Industry

Interpretation of Fulfillment of the Institution's Mission

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Given the findings of the NWCCU 2011 evaluation team, the College is in the process of integrating its mission with its strategic planning process, its objectives and their measures, a refining of its core themes and their indicators of success, and the College resource allocation processes. With the development of the mission statement and the strategic plan currently underway, the identification of objectives (and their measures) and core themes (and their parallel measures) are next to be developed.

Given this discontinuity, and occasioned by significant fiscal and structural challenges, the College has focused much of its energy toward a comprehensive reconsideration of the College's mission and the strategic goals that flow from it, building the foundation for the integrated planning and assessment processes envisioned and recommended by the Commission.

Nevertheless, the College continues to give essential attention to mission fulfillment using the existing methods to interpret the fulfillment of its now superseded mission. These methods are broken down into four major categories: the first three are benchmarks, institutional student learning outcomes (ISLOs), and campus climate data. The fourth is through the articulation, measurement, and iterative improvement of the College's Core Themes. These themes are discussed further on in the report.

Benchmarks

In December 2006 the College's President's Council adopted the following benchmarks for resource guidelines and interpretation of mission fulfillment:

1. Proportion of Credit Instruction provided by Annually Contracted Faculty
2. Student-Faculty Ratio
3. Employee Compensation Levels
4. Tuition Levels
5. Budgeted Operating Expenses Distribution

These benchmarks are assessed on a regular basis, and are used in consideration of policy actions by the College's Board of Education (e.g., the setting of tuition rates) as well as in the College's strategic planning, fiscal budgeting process, negotiations with employee groups, course scheduling processes, and enrollment management.

Institutional Student Learning Outcomes (ISLOs)

The College's ISLOs are embedded in its mission statement and have been a major consideration in the College's ability to interpret its mission fulfillment, since the ISLOs are incorporated in the mission. The development of ISLOs measurement through the adoption, operational definition, assessment tool selection (for the most part it has been assessment tool creation, piloting, norming, and refining), baseline measuring, and iteration have required the active commitment and significant investment of effort of all of the College faculty, all of the College's instructional leadership team (ILT), many of the College staff, most of the College's students, the President's Cabinet, and the College's Board of Education. The team spearheading this effort is the College's Campus Assessment Team (CAT). The Board of Education spent a year visiting the major communities in the service district to include the general public in the understanding and buy-in to the College's ISLOs. A majority of the faculty meetings, in-service days,

department meetings, ILT retreats, and instructional division meetings since 2007 have included assessment of ISLOs. However, the occasion of the development of integrated mission, planning, assessment and budgeting processes are providing the opportunity to revisit the ISLOs in light of any change in strategic focus by the college.

Campus Climate Data

In fulfillment of the College's mission as a quality employer and in assessment of the College's effectiveness of fulfilling its core values, the College has participated regularly in the Noel Levitz campus climate survey since 1999. The results of these surveys have been reviewed and communicated to the campus community. Over three years of measurement, the campus climate showed a definite trend towards improvement and in fulfillment of the College mission. In 2010 participated in a statewide administration of the Survey of Entering Student Engagement (*SENSE*), an initiative of the Center for Community College Student Engagement. In spring 2011 the College added the CCSSE as a more comprehensive view of our student's engagement.

During the past few months as this report was being prepared, the College has faced another fiscal challenge requiring the College to eliminate \$1M (out of an approved \$8M budget, or an immediate 12.5% reduction) from its current fiscal year budget as it became clear in August, 2011 that anticipated revenues were not going to be realized as prepared and approved in the budget planning process in Spring 2011. Since over 80% of the College's costs are dedicated to personnel expenditures, the College has had to make extraordinarily difficult employment decisions. Initially 15 full-time faculty out of the 39 employed by the College received layoff notices in November, 2011, for implementation at the start of spring term, 2012. Since those notifications, additional resources have been secured, employees (both faculty and staff) have taken advantage of an early retirement incentive program, and partial reductions implemented earlier than the Spring term have enabled the College to rescind notifications and restore 4 positions to their previous level (one position changed bargaining units), reduce in percentage but retain full time faculty status for 3 additional faculty positions, and also allow 3 additional faculty to continue working in their positions as early retirees following early retirement incentive. Of the original 15 given notices, 5 positions are due to be eliminated effective spring quarter 2012. Additional reductions have also been identified in administration and staff with the planned combination of the Vice President of Instruction and Dean of Student Services positions (the current VP of Instruction left the College's employ in January, 2012 and the Dean of Student Services is taking advantage of early retirement effective June 30, 2012) and the reduction of a staff position to 50% as well as moving 50% of another position to grant funding.

Because these cycles of iteration in regular assessment of mission fulfillment were begun in 2006 and have been refined in the ensuing years, the College is reaching the point in which a full-scale review and determination of how to best interpret mission fulfillment will be necessary. With the hiring of a new College President in July 2010, the completion of the major facilities construction and restoration comprising the Jerome Campus Redevelopment Project in September 2010, the major adjustment of becoming a contracting college for Oregon Coast Community College beginning in the 2010-2011 academic year, and the impact of personnel reductions for the third year out of the past four, it will be appropriate to perform a full-scale review of our mission fulfillment measures at this time. While some efforts have begun this process, it will take more time and effort on the College's part to complete this review.

Standard 1.B Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

The College had identified four core themes for the previous accreditation cycle that, in the College's estimation, encompassed its mission:

1. Foundational Skills
2. Transfer
3. Workforce
4. Community Outreach

While at first glance these four core themes may seem instructional in their focus, this is an inadequate analysis of the design of these themes. Each functional area of the College is integrally involved in achieving the goals of these four core themes. Each core theme utilizes key elements of the College's mission, strategic plan, facilities utilization, fiscal allocations, student support services, library and technological resources, faculty preparation and engagement, student involvement and participation, and community stakeholder advisement and collaboration. All contributors to the College's mission – and the fulfillment of that mission – are fully incorporated when these four themes, and their integration of all the functional areas and relational ties within the campus community and throughout the communities within the College's service area, are integrated, measured, and continuously improved.

However, as the College presses forward in integrating the core themes and mission into its strategic planning goals and objectives, its assessment practices, and its budget and resource allocation processes, the core themes for the next cycle will be adjusted as needed to follow the College's revised mission and strategic goals, and the full range of institutional contributions to each revised core theme and its measures will certainly be more operationally defined.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Below is a reiteration of the four themes used by the College for its March 2011 self-study report. The College does not expect the revised core themes to vary from these materially, but the meaningful, assessable, and verifiable indicators of achievement for each will be thoroughly reconsidered as a part of the strategic plan development, and these indicators will become indistinguishable from the Colleges strategic objectives.

Core Theme 1 – Foundational Skills

Develop a foundation of skills and abilities for students so they become capable of attaining their educational goals.

Description

Students arrive at Clatsop Community College with a wide range of preparedness and readiness for learning. If the three "R's" to a successful education are rigor, relevance, and relationship, the

College believes student success begins with a strong and positive relationship with one or more College faculty and staff. This helps each student start on their own path to success in partnership with the College; then, and only then, can the College successfully provide students with a meaningful education. Building a foundation for learning is a common theme for our students, and the College's efforts to assist them in their matriculation as a college student.

Potential Measures

The College approaches this theme in a variety of ways:

- 1) Creation of a campus connection for students through a positive first contact, wherever that first contact may be (recruitment, admissions, financial aid, business office, registrar, student services, Lives in Transition, PLUS, advising, faculty, etc.).
 - a) First contact services
 - b) First contact events
 - c) Initial advising
 - d) Specialized programs for completion and persistence
- 2) Initial assessments and proper placement are key measures of student readiness to begin college coursework and allow the College to accurately address remedial needs.
- 3) Establish baseline expectations campus-wide for positive and productive teaching and learning environments for students needing foundational skills including foundational skills course offerings for next level success.

Core Theme 2 – Transfer

Prepare students to successfully continue their education at a four-year college or university.

Description

A major component of the College's mission is to provide students with the general education required in the first two years of a four-year baccalaureate education. Approximately 45% of the students attending the College are doing so in order to transfer to a college or university. The College offers several educational pathways for students to attain the general education they require so that when they transfer they will not have to repeat course content, waste time and effort taking courses usually taken in the first two years of a four-year degree, and be prepared to succeed at the junior and senior course level at the receiving college or university to which they transfer. The most common programs students preparing to transfer enroll in at the College are the Associate of Arts – Oregon Transfer (AAOT), Associate of General Studies (AGS), and the Associate of Science – Oregon Transfer in Business (ASOT – Business).

Potential Measures

As the College considered its core theme about its transfer mission, the appropriate objectives for this theme are likely to include measures of student progression, completion, and transferability success. Likely measures will include the following:

- 1) Students complete and pass general education courses at levels comparable to those at senior institutions, demonstrating progress towards a transferable degree
- 2) Students complete degree programs within 150% scheduled time.
- 3) Clatsop students transferring to other Oregon colleges or universities achieve success.

Core Theme 3 – Workforce

Prepare students to succeed and compete in a worldwide economy.

Description

A major component of mission fulfillment for the College is to prepare students to enter the workforce upon completion of a certificate or degree program. The College offers workforce programs in business, early childhood education, fire science, historic preservation and CADD, industrial manufacturing technology (automotive and welding), nursing and allied health (CNA and medical assistant), maritime science, and sustainable energy. Core Theme III seeks to ensure the College is:

- Satisfactorily preparing students to enter the workforce.
- Ensuring graduates are successful in attaining employment and employers are satisfied with the graduates' job readiness.
- Monitoring programs to ensure continuing viability and relevancy by interfacing with business and industry.

The College is intentionally proactive in meeting workforce needs in the communities it serves by offering programs that are current, relevant, and viable. As industry needs change and employers seek workers that are current and meet industry standards for competency, it is important the College updates programs accordingly. The College utilizes input from local and regional advisory committees to develop and maintain a strong partner relationship with the community and to ensure rigor and relevance.

Potential Measures

As the College considered its core theme about its workforce preparation mission, the appropriate objectives for this theme are likely to include measures of technical preparation, employment upon completion, and employer satisfaction with graduates. Likely measures will include the following:

- 1) Provide workforce students with knowledge and skills which prepare them for successful entry into the workforce.
- 2) Students successfully acquire employment in their desired field, and are able to respond to shifting market employment needs, changing technology, and necessary training upgrades.
- 3) Continually monitor workforce programs to ensure student satisfaction, program relevancy, and content rigor.

Core Theme IV – Community Outreach

Engage in collaborative leadership to meet the cultural, economic, educational, personal development, social, and vocational needs of the community.

Description

Community Outreach is central to the identity of the College. Clatsop Community College has been offering “adult education” coursework to Clatsop County residents since 1958. Because Clatsop County is rural and somewhat isolated, the community relies on the College to provide

comprehensive personal and professional development opportunities in addition to transfer and career-technical training.

The local communities' primary resource for pursuing life-long education resides with the College. The institution's Performing Arts Center (PAC), with a capacity of 250 seats and a large stage, enables the College to provide events that address community needs. The following is a partial list of community performance groups which utilize the PAC: The North Coast Chorale, The North Coast Symphonic Band, The North Oregon Coast Symphony, and The Astoria Music Festival. In addition, the PAC is the site of candidate debates, public lectures, and music lessons, as well as a variety of community cultural celebrations.

The College hosts three federal TRIO grant programs, two of which, Talent Search and Upward Bound, are focused on making higher education accessible to middle and high-school students. These programs serve over 660 students and their families each year.

Clatsop Economic Development Resources (CEDR) and the Small Business Development Center (SBDC) are not only strong community partners with the College, they also share facilities and infrastructure support from the College. Additionally, the College offers customized workforce training in an effort to serve the local business community, often in collaboration with CEDR and/or SBDC. The importance of bringing economic development and living-wage jobs to the area is a key component to the College's community outreach efforts.

Nearly 75 Education4Life courses are offered by the College every term. Courses are offered at more than 10 sites (e.g. senior centers, public schools, and cooperating business locations) across Clatsop County in an effort to make classes accessible to as many residents as possible. Clatsop County citizens who are age 50 or older can participate in the College sponsored ENCORE (Exploring New Concepts of Retirement Education) program.

The College's Volunteer Literacy program offers individually scheduled, one-on-one or small group tutoring. Volunteer tutors are recruited and trained by College staff. While this program works primarily with English language learners, it also offers tutoring in basic reading, writing, math and computer skills. Preparation for citizenship exams is available. These services are provided at no cost to the student.

The staff, faculty, and administration take community outreach activities seriously. All members of the President's Cabinet represent the College in one or more community organizations (e.g. chambers of commerce, service clubs, or philanthropic organizations). Every full-time faculty member is encouraged to participate in community outreach.

All of the College's Associate of Applied Science degrees include a Cooperative Work Experience (CWE) component to the curriculum. These CWE experiences not only contribute to the College's community outreach efforts, they give our students a chance to see the relevance of their coursework in the real world. Additionally, assessing the effectiveness of community outreach efforts is part of the College's Program Evaluation process.

Community Outreach efforts by staff and faculty vary widely, but they include events on campus for school children of all ages, student participation in health fairs, creating art for public spaces, construction work on historic public buildings, and much more. In addition, the College federal work study and cooperative work experience students work at dozens of local non-profit, government, and business locations each year.

Potential Measures

As the College considered its core theme about its community outreach mission, the appropriate objectives for this theme are likely to include measures of facility usage and satisfaction, programs and events that meet community needs, and the community's perceived satisfaction with the College's leadership in community education. Likely measures will include the following:

- 1) Provide facilities and funding for community outreach.
- 2) Provide courses and events which address community needs.
- 3) Staff and students provide leadership in collaboration with community partners.

Conclusion

On the occasion of preparing the Year One Self-Evaluation Report, Clatsop Community College finds itself at the center of the perfect storm. During early 2011, while preparing the comprehensive self-study for the NWCCU Evaluation visit in spring of that year, the College became aware of the challenges of weaving the multiple efforts of planning, budgeting, instructional assessment, institutional effectiveness, and the newly adopted core themes. The evaluation team astutely perceived that the College had not succeeded in coordinating its effort at institutional improvement in three related recommendations, identified in this report.

This experience, coupled with the arrival of a new College president in 2010, convinced the College administration to overhaul the existing structures and develop an integrated planning process, revisit the Core Theme objectives and indicators (and the Core Themes as well), and document its assessment plan to ensure the regular and comprehensive assessment of programs, services, as well as educational courses, programs and degrees in ways consistent with the College's mission, strategic objectives, and core themes.

As this work began, the other elements of the perfect storm began to exact their toll on the College's capacity to progress on this work. The preparation of the 2011-2012 budget led to the reduction of some key personnel with responsibilities in these areas. This was followed, in August, with the realization that 12.5% of the current year's budget would have to be left unspent. In response, significant reductions in force were implemented through lay-offs, early retirements, and delayed hiring for key positions, including the vacated Vice President of Instruction. The results of these actions were low morale, institutional stress, and deferred progress on the College's resolve to renew its strategic plan.

In spite of these diversions and delays, the College's president and the cabinet have remained steadfast in laying the foundation for the integrated mission, planning, budgeting, assessment institutional improvement system by refining the College's mission statement, then establishing the strategic goals of the College and expressing them in revised core themes, followed by selecting strategic objectives along with the means for their assessment, benchmarks, and effectiveness target.

The College's progress in doing so is not as far along as College staff would have expected if the challenges hadn't arisen, and the progress reported herein is not as robust as envisioned by the Year One report specifications. However, the College is well on the way to completing the integrated institutional effectiveness framework called for at this point in the accreditation process. The administration is confident that this coordinated system will be in place at the beginning of the 2012-2013 academic year, and that the defined evidence will begin to accumulate for iterative improvement of the institution and for mid-course correction of College services.

Appendix A:

Survey of Those Attending Clatsop Community College Strategic Planning Presentations

SURVEY OF THOSE ATTENDING CLATSOP COMMUNITY COLLEGE STRATEGIC PLANNING PRESENTATIONS

- Have you personally had an interaction with the college?

Yes **No**

How satisfactory was that interaction?

Very **OK** **Some problems** **Not at all**

What obstacles or barriers did you encounter?

- Do you currently have or have you had employees or colleagues who were graduates from CCC? **Yes** **No**

Did they have they had the skills to add value to your enterprise? **Yes** **No**

How could their skills have been improved?

- What three programs or offerings would you like to see CCC add within the next 5 years?

- ---
- ---
- ---

- What programs or offerings should the college consider discontinuing? _____

- How else we improve the college?

- Would you encourage friends or family members to take courses/attend CCC? **Yes** **No**

Why or why not?

Send any additional ideas that occur to you to ideas@clatsopcc.edu

Appendix B:

Faculty, Staff, and Student Input for Clatsop Community College's Strategic Planning Development

**FACULTY, STAFF, AND STUDENT INPUT FOR
CLATSOP COMMUNITY COLLEGE'S
STRATEGIC PLANNING DEVELOPMENT**

- Right now, what does Clatsop do best? _____

- If money were no limit and change would not affect anyone's job, what is the next big thing the college should add to its services, offerings, or activities?

- Rank the importance of the following possible strategic goal categories with 1 being the most important and 7 being the least:

- ___ Create a Student-Centered Culture
- ___ Create a Collegial Environment
- ___ Expand Business and Community Partnerships
- ___ Promote Student Success
- ___ Obtain New Revenue
- ___ Ensure students transfer successfully
- ___ Equip students for employment

- *If you had your way, how you would want to be able to describe the college 5 years from now?*

(OVER) →

Appendix B (continued):

Faculty, Staff, and Student Input for Clatsop Community College's Strategic Planning Development

Clatsop Community College has identified four core themes for itself. For each, rate the college's performance.

Core Theme I: **Foundational Skills:** Develop a foundation of skills and abilities for students so they become capable of attaining their educational goals. In this area...

- ...what are our strengths? _____
- ...what gaps remain? _____
- ...what can be improved immediately? _____

Core Theme II: **Transfer:** Prepare students to successfully continue their education at a four-year college or university. In this area...

- ...what are our strengths? _____
- ...what gaps remain? _____
- ...what can be improved immediately? _____

Core Theme III: **Workforce:** Prepare students to succeed and compete in a global economy. In this area...

- ...what are our strengths? _____
- ...what gaps remain? _____
- ...what can be improved immediately? _____

Core Theme IV: **Community Outreach:** Engage in collaborative leadership to meet the cultural, economic, educational, personal development, social, and vocational needs for the community. . In this area...

- ...what are our strengths? _____
- ...what gaps remain? _____
- ... what can be improved immediately? _____

Send any additional ideas that occur to you to ideas@clatsopcc.edu

Return this survey with your comments via intercampus mail to Institutional Research % Tom Gill