

COMPREHENSIVE SELF-EVALUATION REPORT

to

The Northwest Commission on Colleges and Universities

Submitted

by

Clatsop Community College

1653 Jerome Avenue

Astoria, Oregon 97103

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ACKNOWLEDGEMENTS

A report of this magnitude does not occur within a vacuum, but rather is the result of many hands working in concert to form its creation and to inform its content. It is with great appreciation we acknowledge the Clatsop Community College Accreditation Team for their tireless work since September 2009 to learn the new Northwest Commission on Colleges and Universities accreditation standards and process, for leading the identification of the College's Core Themes, designing and implementing the process for documenting evidence of the College's effectiveness in pursuing continuous quality improvement in each of the Core Theme areas, and for contributing to the writing of this self-evaluation report.

2011 Clatsop Community College Accreditation Team

Margaret Antilla – Director, Accounting Services
Perry Callas – Full-time Faculty, Office Skills
Laurie Choate – Director, Nursing and Allied Health
Greg Dorcheus – Director, Facilities Maintenance
Jim Holen – Coordinator/Counselor, Disability, VA, Student Health & Wellness
Jacob Lear – Database Administrator
Toni Middleton – Program Assistant, MERTS
Janet Miltenberger – Program Assistant, ETS/UB
Penny Rogers – Program Assistant, PLUS Program
Kristin Shauck – Full-time Faculty, Art
Lucien Swerdloff – Full-time Faculty, AutoCAD/Historic Preservation
Teena Toyas – Full-time Faculty, Physical Education/Health
Candice Watkins – Reference/Instruction Librarian
Joanie Weatherly – Director, PLUS Program
Ryan Witham – Publication Specialist
Rosemary Baker-Monaghan – Clatsop CC Board of Directors

Additional major contributors from Clatsop Community College

Dr. Larry Galizio, President
Dr. Stephen Schoonmaker, Vice President Instruction
Ms. Kristen Wilkin, Dean of Workforce Development and Training
Mr. Roger Friesen, Dean of Student Services
Mr. Randy Collver, Director of Learning Resource Services
Mr. Tom Gill, Dean of Learning
Dr. Lindi Overton, Vice President College Services
Ms. Kirsten Horning, Distance Education Specialist
Clatsop Community College Full-time Faculty

Additional Assistance from Clatsop Community College staff members:

Ms. Melissa McLeod, Administrative Assistant to the Vice President of Instruction
Ms. Ann Gyde, Publication Services Manager

Special thanks to the contributions from Oregon Coast Community College:

Dr. Patrick O'Connor, President
Mr. Steven Rose, Dean of Instruction
Ms. Cindy Carlson, Director of Student Services
Mr. Gregory Holmes, Director of Finance and Business Operations
Ms. Kathy Searles, Director of Library and Media Services

Ms. Jane Hodgkins, Director of Career and Technical Education Services
Ms. Kathy Steenkolk, Human Resources Director
Ms. Pam Carpenter, Director of Basic Skills
Mr. Guy Faust, Small Business Development Center Director
Mr. Russ Engle, Director of Facilities, Maintenance and Safety
Ms. AT Ronan, Director of College Development

TABLE OF CONTENTS

I. Introduction	1
Continuous Quality Improvement Model	1
Budgetary Impact and Personnel Reductions	2
Appendices and Accreditation Resources	2
II. Institutional Context	3
III. Preface	4
Institutional Changes Since Last Report	4
Response to Topics Raised by Commission	4
Strategic Planning	4
Financial Planning	5
Assessment	6
Facilities	7
Contractual Relationship with Oregon Coast Community College	9
Date of Most Recent Review of Institution’s Mission and Core Themes	12
CHAPTER ONE: Mission, Core Themes, and Expectations	13
Institution’s Mission Statement	13
Clatsop Community College Mission Statement	13
Clatsop Community College Vision Statement	14
Clatsop Community College Values	14
Oregon Coast Community College Mission	14
Interpretation of Fulfillment of the Institution’s Mission	14
Benchmarks	15
Institutional Student Learning Outcomes (ISLOs)	15
Campus Climate Data	15
Articulation of Acceptable Threshold and Extent of Mission Fulfillment	16
Core Themes	18
Oregon Coast Community College Core Themes	18
Core Theme 1 – Foundational Skills	19
Description	19
Indicators of Achievement Rationale	20
Core Theme 2 – Transfer	22
Description	22
Indicators of Achievement Rationale	23

Core Theme 3 – Workforce	25
Description	25
Indicators of Achievement Rationale.....	26
Core Theme IV – Community Outreach.....	28
Description	28
Indicators of Achievement Rationale.....	30
CHAPTER TWO: Resources and Capacity	31
Governance	31
Governing Board.....	31
Campus Operational Governance	32
Oregon Coast Community College Governance.....	33
Oregon Coast Community College Leadership and Management	34
Policies and Procedures	34
Academics.....	35
Oregon Coast Community College Academic Policies	36
Students.....	37
Oregon Coast Community College Student Policies	38
Institutional Integrity	38
Oregon Coast Community College Institutional Integrity Policies	39
Academic Freedom	39
Oregon Coast Community College Academic Freedom Policies and Procedures	41
Human Resources	41
Faculty Qualifications.....	42
Curricular Governance.....	42
Faculty Evaluation	43
General Human Resources Policies and Procedures	43
Oregon Coast Community College Human Resources.....	44
Education Resources	46
Student Learning Outcomes.....	46
Course Level Outcomes	46
Program Level Outcomes	47
Institutional Student Learning Outcomes (ISLOs)	47
Academic Programs	48
Adoption of New Academic Programs	49

Course and Program Revisions	50
Program Review.....	50
Publishing of Academic Programs, Learning Outcomes, Curricular Detail.....	51
Oregon Coast Community College Education Resources	52
Student Achievement	53
Faculty.....	53
Student Learning Assessment.....	54
Information Literacy	55
Credit for Prior Learning	55
Transfer Credit and Articulation Agreements with Four-Year Institutions.....	56
Clatsop Community College Academic Programs	57
Associate of Arts – Oregon Transfer (AAOT) Degree	57
Apprenticeship (Construction Trades, Electrician, Industrial Mechanics) AAS Degree	63
Automotive Technician One Year Certificate and AAS.....	64
Business: Accounting Technician AS Degree	64
Business: Business Management AS Degree	66
Business: Administrative Office Professional AAS Degree.....	67
Business: General Office One-Year Certificate Program.....	69
Business: Retail Management Career Pathway, Less-Than-One-Year, and One-Year Certificates	70
Computer Aided Design and Drafting (CADD) One-Year Certificate	70
Early Childhood Education One-Year Certificate	72
Fire Science AS Degree	73
Historic Preservation and Restoration AAS Degree and Certificate	75
Maritime: Seamanship One-Year Certificate, and Vessel Operations AAS degree.....	76
Medical Assistant One-Year Certificate	76
Nursing: Practical Nursing One-Year Certificate, and Nursing AAS degree.....	76
Professional Truck Driving Less-Than-One-Year Certificate.....	76
Sustainable Energy Technician Certificate.....	77
Welding One-Year Certificate	79
Career Pathways Certificates	79
Arts and Ideas	80
Continuing Education	81
Continuing Education Units (CEUs)	81
Education 4 Life.....	81

Foundations Institute.....	82
Small Business Development Center (SBDC).....	84
Small Business Management Program (SBM) Services.....	84
Oregon Coast Community College Non-Credit Course Offerings.....	85
Student Support Resources	85
Safety and Security	87
Recruitment and Admissions	88
College Information Provided Students.....	88
Student Records	89
Student Information	90
Financial Aid Award Package	90
Work-study	91
Scholarships	91
Loans.....	92
Monitoring of the Student Loan Program and Loan Default Rate.....	92
Institutional Accountability	93
Academic Advising.....	93
Co-curricular Activities	94
Auxiliary Services.....	94
Distance Education Identity Verification Process	95
Oregon Coast Community College Student Support Resources.....	96
Library and Information Resources	99
Oregon Coast Community College Library Services	101
Financial Resources	102
Oregon Coast Community College Financial Resources.....	104
Physical and Technological Infrastructure.....	105
Facilities.....	105
Oregon Coast Community College Facilities	106
Technological Infrastructure.....	107
Oregon Coast Community College Technological Infrastructure	109
CHAPTER THREE: Institutional Planning	111
Strategic Goal #1 - Be the primary provider of post-secondary education for the citizens of Clatsop County (Enrollment Management).....	112
Enrollment Management Strategic Objective #1	112
Enrollment Management Strategic Objective #2.....	113

Enrollment Management Strategic Objective #3.....	114
Enrollment Management Strategic Objective #4.....	115
Enrollment Management Strategic Objective #5.....	116
Enrollment Management Strategic Objective #6.....	118
Enrollment Management Strategic Objective #7.....	118
Strategic Goal #2: Provide a supportive and productive work and learning environment for employees and students (Environment and Core Values).	120
Environment and Core Values Objective #1	120
Environment and Core Values Objective #2	122
Environment and Core Values Objective #3	123
Strategic Goal #3: Be a primary participant in the development of a strong economic future for Clatsop County (Economic Development).....	123
Economic Development Objective #1	123
Economic Development Objective #2	124
Strategic Goal #4: Increase the role of private investment in the College’s resource base (Community Endowment).	126
Community Endowment Objective #1.....	126
Community Endowment Objective #2.....	127
Community Endowment Objective #3.....	128
Community Endowment Objective #4.....	129
Strategic Planning Next Steps.....	129
Oregon Coast Community College Institutional Planning	129
CHAPTER FOUR: Effectiveness and Improvement	130
Introduction.....	130
Institutional Student Learning Outcomes (ISLOs).....	130
Core Theme and Program Review Assessments and Improvements.....	137
Oregon Coast Community College Core Theme Progress Update.....	137
Oregon Coast Assessment Update	138
Core Theme I: Foundation Skills.....	138
Instructional Programs that Support Core Theme I.....	144
Foundations Institute.....	144
Core Theme II: Transfer	146
Planning, Assessment and Improvement	146
Instructional Programs that support Core Theme II	149
Associate of Arts – Oregon Transfer (AAOT)	149

Core Theme III Workforce	157
Planning, Assessment, and Improvement	157
Instructional Programs that Support Core Theme III	160
Automotive Technician One Year Certificate/AAS	160
Apprenticeship (Construction Trades, Electrician, Industrial Mechanics) AAS– Associate Of Applied Science Degree.....	162
Accounting Technician (Associate of Science Degree).....	164
Business Management (Associate of Science Degree).....	166
Administrative Office Professional AAS.....	167
General Office Certificate Program	168
Retail Management Career Pathway Certificate, Less-Than-One-Year Certificate, and One-Year Certificate	169
Computer Aided Design and Drafting (CADD) One-Year Certificate	170
Criminal Justice Program.....	172
Early Childhood Education.....	174
Fire Science AS Degree	175
Historic Preservation and Restoration Certificate and AAS Degree	178
Maritime Science Seamanship One year Certificate, and Vessel Operations AAS Degree ...	180
Nursing: Practical Nursing (One year certificate) and Nursing (AAS)	184
Medical Assisting, One year certificate	187
Professional Truck Driving Less-Than-One-Year Certificate	190
Sustainable Energy Technician Certificate.....	192
Welding: American Welding Society Entry Level Welding One-Year Certificate.....	193
Core Theme IV: Community Outreach.....	195
Instructional Services that Support Core Theme IV	197
Arts and Ideas	197
Education For Life/Customized Training	198
Small Business Development Center (SBDC) Services	201
CHAPTER FIVE: Mission Fulfillment, Adaptation and Sustainability	203
Mission Fulfillment.....	203
Mission Fulfillment Measures	204
Adaptation and Sustainability	205
Oregon Coast Community College Mission Fulfillment	206
Oregon Coast Community College Adaptation and Sustainability	207
Concluding Remarks.....	207

APPENDICES

Appendix A – Clatsop Community College Grading Procedure.....	208
Appendix B - Clatsop Community College Strategic Plan 2001-04	211
Appendix C – Clatsop Community College Strategic Plan for 2004-05 5/5/04.....	213
Appendix D - Clatsop Community College Strategic Plan for 2005-06 Board Approved 6/23/05	216
Appendix E - Clatsop Community College Strategic Plan for 2006-07 Board Approved 7-11-06.....	222
Appendix F - Clatsop Community College Strategic Goals and Objectives Board Approved 7/09	229
Appendix G - Clatsop Community College Integrity Rubric Items	230
Appendix H - Clatsop Community College Diversity Survey.....	231
Appendix I - Clatsop Community College Diversity Survey Scoring Rubric.....	232
Appendix J - Clatsop Community College Critical Thinking Assessment Rubric.....	233

I. Introduction

Clatsop Community College submits this comprehensive self-evaluation report to the Northwest Commission on Colleges and Universities (NWCCU) in preparation for our comprehensive accreditation visit April 13 – 15, 2011. The Clatsop Community College Board of Education, President Larry Galizio, faculty, staff, students, and stakeholders from our service communities look forward to the visit as an opportunity to share the vision, mission, core themes, strategic planning, goals, resources and capacity of our institution with representatives from the Commission and discuss our effectiveness as well as our challenges as an institution of higher education.

Continuous Quality Improvement Model

As you read through this report, you will find a common thread of continuous quality improvement in the College’s approach to planning, assessment, and improvement. A brief explanation here may help orient the reader to the model and facilitate following the flow of evidence the College gathers for analysis and synthesis regarding institutional effectiveness and mission fulfillment.

Based on the Five Column Model by James and Karen Nichols (A Road Map for Improvement of Student Learning and Support Services Through Assessment. Agathon Press, New York. July 2005), the College assembles the following information into a visual summary of our assessment work:

1. Program/Core Theme/Strategic Goal
2. Objectives
3. Indicators
4. Findings
5. Use of Results

The model the College uses is formatted into a chart format like the following:

Program/Core Theme/Strategic Goal:		1. Title: Brief Description	
2. Objectives:	3. Indicators:	4. Findings:	5. Use of Results:
Objective A: Statement of one or more objectives identified that address questions, needs, or efforts directly related to the quality and effectiveness of the program, core theme, or strategic goal being assessed.	<p>A1: Identification of a quantitative or qualitative measure that indicates success in accomplishing the stated objective.</p> <p>A2: A single objective can have multiple indicators.</p>	<p>A1: Summary findings that can be compared to the indicators in column 3.</p> <p>A2: Findings may be specific to one indicator or provide information applicable to multiple indicators for the objective.</p>	<p>A1: Documents the analysis of the findings and the plans for improvements during the next iteration of assessment.</p> <p>A2: Not all findings will lead to another iterative measure, but instead lead to the identification and measure of different objective(s) and/or indicator(s). Regardless the analysis and synthesis of the findings for continuous quality improvement still gets documented here.</p>

With the introduction of Core Themes by NWCCU in the new standards for accreditation, the College’s Accreditation Team developed two forms of the Nichols Five Column Model; the

assessment and improvement chart like the one illustrated above (found in Chapter Four of this report), and a planning chart like the following:

Core Theme:		1. Core Theme Title: Brief Description.		
2. Objectives:	3. Indicators:	4. Sources of Data:	5. Primary Responsibility:	
Objective A: Statement of one or more objectives identified that address questions, needs, or efforts directly related to the quality and effectiveness of the program, core theme, or strategic goal being assessed.	<p>A1: Identification of a quantitative or qualitative measure that indicates success in accomplishing the stated objective.</p> <p>A2: A single objective can have multiple indicators.</p>	<p>A1: Identification of where the data exists or needs to be sought to measure the indicator(s) in column 3.</p> <p>A2: Data may be specific to one indicator or provide information applicable to multiple indicators for the objective.</p>	<p>A1: Identifies what operational unit or individual role at the College would either have the task of gathering data for, or has access to the data needed to inform the College on, this objective and indicator(s).</p> <p>A2: At times the identification of responsibility led to increased cooperation between operational units, and informed faculty and staff of the work done by others on campus.</p>	

The first three columns are the same; the difference was in columns four and five, identifying what sources of data either existed or needed development to measure the indicators, and what College operational unit or employment title is responsible for collecting, compiling, and/or making available the data for analysis and synthesis by the College’s Accreditation Team. Also please note that the numbering of the columns is done here in these illustrations but not in the actual tables found in the report.

Budgetary Impact and Personnel Reductions

As the writing of this report was in its final stages, fiscal realities confronted the campus and the consequences have left no person affiliated with the College unaffected. The severity of the most recent economic recession has necessitated the College reduce its \$9M General Fund budget for the next fiscal year by slightly more than \$1M. This has resulted in the College having to eliminate over a dozen positions effective July 1, 2011. Notification of those impacted employees has occurred during the months of January, February, and March 2011. While the positions are known, how some functions currently addressed by those positions will be absorbed, eliminated, or merged is still being decided. Therefore references in the report to functions and tasks being handled by a position, role, or operational area may be in flux or even changed by the time the NWCCU evaluation team arrives to visit the College. As fellow educators likely facing similar challenges, the College believes you will understand the situation, but thought it prudent to communicate the extraordinary circumstances confronting the College on the eve of the accreditation visit April 13-15, 2011.

Appendices and Accreditation Resources

Throughout the report numerous references are made about supplemental information for the NWCCU evaluation team, either in the form of appendices attached at the end of the report or citing materials as accreditation resources which will be available for review in the resource room during the actual site visit. Appendices as referred to by alphabetized Appendix designation along with the title of the information material. Accreditation resources are labeled as such within the report where they would best serve as supplemental information and/or additional evidence.

II. Institutional Context

Clatsop Community College is a public, two-year institution of higher education serving since 1958 all of Clatsop County and part of Columbia County in northwest Oregon and Pacific and Wahkiakum Counties in southwest Washington. Located at the mouth of the Columbia River in historic Astoria, the College offers high-quality, low-cost education to the communities it serves.

During its storied 50+ year history, the College has increased annual enrollment to over 7,000 students. Instruction and training in liberal arts and sciences, professional technical fields, continuing education, developmental education, and general education are offered.

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

- Was the first community college in Oregon to be regionally accredited.
- Predominantly serves Career-Technical workforce preparation (highest percentage for community colleges in Oregon).
- Offers high utilization of full-time faculty to teach students (ratio of FT:PT faculty taught credit courses is among the highest for Oregon community colleges).
- Provides the only public, two-year Maritime Sciences program on the west coast.
- Fire Research and Response Center is one of only six of its kind operated in the United States preparing firefighters for maritime and land-based fire suppression and rescue.
- New Historic Preservation and Restoration certificate and degree program has 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. Being geographically isolated 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. Our location combined with the distribution of course offerings in niche areas results 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 hurts our financial stability when enrollment is up. In the current economic depression the College’s smaller than the average increases in enrollment has meant a proportional loss in our share of state funds as they are distributed amongst the state’s 17 community colleges. This decline, coupled with reductions in state support, creates financial challenges to our rural community and our small college operations on the north Oregon coast.

The communities we serve are also challenged to seek ways to survive. Natural resource industries like fishing and forestry have long since disappeared. Seafood packaging, once a thriving economic base for the area, shrunk years ago from dozens of plants to one. Forest processing mills also have declined to only two in operation this century with one closing early in 2010 (though indications are it will reopen, with reduced production and workforce, in 2011).

An exodus of younger families needing to find gainful employment, along with an influx of retirees to our communities has flipped the demographics of our area in the past two decades. These changes have created challenges, and opportunities, for Clatsop Community College.

III. Preface

Institutional Changes Since Last Report

Clatsop Community College submitted its last report to the Northwest Commission on Colleges and Universities (NWCCU) in Winter 2009. In the subsequent two years, several significant changes have occurred. These include:

- Completion of Phases A and B of the Jerome Campus Redevelopment Project (JCRP). The College successfully built the new Columbia Hall building on campus, and then completely renovated Towler Hall; as well as making significant improvements to Patriot Hall sufficient to keep it safely open and operating as one of the College's facilities.
- Implementation of new Historic Preservation and Restoration program, the first new program offering at the College since 2000.
- Expansion of the College's Allied Health course offerings to include Certified Nursing Assistant (CNA) training.
- Creation and initial program offerings in Sustainable Energy Technician certificate and degree.
- Formalization of an institutional sponsorship and agreement between Oregon Coast Community College and Clatsop.
- New presidential leadership with the hiring of Dr. Larry Galizio as the College's eighth president.

Response to Topics Raised by Commission

Since the last reaccreditation of Clatsop Community College in 2001, several topics raised by the Commission at that time have been the focus of regular reports from the College to the Commission, including reports in April 2002, September 2002, April 2003, April 2004, April 2005, October 2005, October 2007, April 2008, and February 2009. The major topics raised by the Commission in these ensuing years have centered around four major themes:

1. Strategic Planning
2. Financial Planning
3. Assessment
4. Facilities

Strategic Planning

In 2001, the College researched, developed, and implemented a strategically guided planning process on campus. In 2002, the College developed a three-year strategic plan, coupling the College's strategic and financial planning and budgetary processes. The College has continued to review, assess, and refine its planning processes over the decade.

By 2007 the strategic planning process had lost some focus – the planning document read mostly like a compiled to-do list for the College's administrative leadership and the operational work within their divisions. Its length demonstrated an analysis of the tasks at hand for any given year, but not a synthesis of effort amongst the various operational functions of the College. At a leadership retreat in 2008, the decision was made to restructure the strategically guided planning process to add synthesis of the College's direction and foci of efforts to the College's strategic plan. In concert and consultation with the President's Administrative Team, the President's

Council, the College's Board of Education, and input and feedback from the entire campus community through sharing of the proposed strategic plan at all-campus in-service activities, a four-pronged strategic plan has been developed and adopted on campus.

The resulting strategic plan has become a living document, activating efforts from College teams and groups towards strategic progress on each of its four elements. Measures have been developed and implemented to assess each goal, and budgeting is directly linked to how expenditure of funds are related to the accomplishment of one or more of these four strategic goals. Divisional areas, such as Instruction, have based their own strategic planning upon the College's strategic plan.

Financial Planning

While fiscal uncertainty and difficult economic times confront all of us on a global scale at the writing of this report, the College has made strong and significant gains in the management of its fiscal resources, and the judicious handling of its financial planning, since 2001. For example, in FY01 (the year of the College's last full-scale accreditation evaluation), auditors confirmed that the College ended that year with a positive balance of \$310,989; in contrast, auditors confirmed that the College ended FY10 (the last complete fiscal year prior to the upcoming 2011 full-scale accreditation evaluation) with a positive balance of \$1,882,929. This 605% increase in funding balance in ten years is directly attributable to the excellent management and prudent fiscal planning of every board member, administrative leader, faculty and staff member at the College.

Internal auditing processes are closely followed. As purchase requisitions proceed through established work flows of ascending approval, questions are often asked for clarity and to ascertain fiscal expenditure priorities prior to authorization. While expenditures are closely monitored, the underlying philosophy from our College Services division is how to best support the access and high quality instruction which are the foundational building blocks of the College's mission statement. This has led to encouraging ongoing upkeep of facilities and equipment. Investments in personnel have been made to the greatest extent possible while keeping College spending within the limits set by our budget planning. Revised budgeting decision making has been implemented as we track ongoing, actual revenues. Each fiscal year increases accuracy awareness and demands greater flexibility.

During the past decade the College has faced several funding challenges as have the 16 other community colleges in the state of Oregon. For example, during the 2008-2009 fiscal year the College's preliminary projections were that the FY10 budget would have more than a \$500,000 gap between anticipated revenues and planned expenditures. The College administration immediately took steps to inform the campus community – especially the represented employee groups with collective bargaining agreements in place – about the potential gap in funding, and began working collaboratively with all employee groups to seek solutions. As a result, the College restructured and retrenched several operational areas in ways to continue to provide core services, retain capacity building when revenues could show improvement, minimize reductions in college personnel, and balanced the FY10 budget. While this was a difficult task, the College experienced a level of transparency in the budgeting and fiscal planning processes that it has repeated annually since then.

Assessment

Over the past ten years, Clatsop Community College has taken quantum leaps in its development, implementation, and evolution of a comprehensive system of assessment on campus. What has emerged is assessment performed at three levels (course, program, and institutional) and conducted in three types (baseline/assistance, formative/adjustment, and summative/advancement). Each level and type has its value to our continuous quality improvement efforts as we comprehensively measure student learning, program quality, and institutional effectiveness. The Commission's recommendations on program and institutional assessment have been addressed and continued through the past decade.

Program Review – Clatsop Community College has grounded its program review on the following principles:

1. Program outcome assessment must be connected to the institution's mission and educational purposes.
2. Faculty own and take responsibility for program outcome assessment as part of their curricula and program design leadership, including:
 - a. quality and effectiveness review
 - b. achievement of institutional student learning outcomes
 - c. compliance to career, business and industry workforce, and/or professional standards
 - d. adherence to licensure requirements, if appropriate.
3. Multiple measures shall be used for all program outcome assessments.
4. The intentionality of program outcome assessment is to provide feedback to students and the College on program effectiveness, and not personnel evaluation.
5. The outcomes of program outcome assessment are implemented in a way that does not restrict or inhibit goals of access, equity, and diversity.
6. Evaluation of the program outcome assessment process is built into the assessment.
7. The goal and ultimate measure of the College's program outcome assessments supports continuous quality improvement of instructional programs.

A complete cycle of program review on all certificate and degree programs offered by the College was accomplished between academic years 2007 and 2010. As the cycle was completed, a team of instructional leadership assessed this review process. As a result, a revised process that includes performance thresholds and a refined inventory of assessment tools has begun to be implemented to improve the value and quality of the program review for the next cycle beginning in the current academic year.

Additionally, the Instructional Division implemented action research models for all academic programs beginning in Fall term 2008. The process began with a faculty in-service on December 6, 2008 where members of the College's Instructional Leadership Team (ILT – comprised of the Vice President of Instruction, Dean of Learning, Dean of Workforce Development and Training, Nursing and Allied Health Director, and Learning Resource Services Director) and the College's Campus Assessment Team (CAT) presented the faculty with three different action research models: the Nichols Five-Column; the Plan, Do, Study, Act (PDSA); and Appreciative Inquiry (AI). Then faculty gathered either in programmatic or departmental groups to develop research projects utilizing one of the three models, or another research approach they preferred.

Starting in June 2009, the College has sponsored a meeting of the faculty (joined by the entire Instructional Division in June 2010) to report on their research. These ongoing assessments have enhanced the College's assessment efforts and have increased faculty buy-in and participation in continuous quality improvement at the academic program level at Clatsop.

Institutional Student Learning Outcomes – Building upon the course and program learning outcomes, the College instituted in 2006 a defined set of Institutional Student Learning Outcomes (ISLOs). These outcomes are identified as those transferable skills that are essential to any student's success, regardless of degree or employment. Every recipient of a degree or certificate (of 45 credits or more) should have demonstrated these outcomes during his or her course of study. These ISLOs are now embedded in the College's mission statement.

As a result of continued efforts from the Campus Assessment Team, baselines have been identified for all eight ISLOs. Furthermore, the College is on a timeline to implement an e-portfolio for all degree seeking students for the collection of learning artifacts for ISLO and program assessments in Fall 2011.

ISLO	Baseline	Assessment Tool	Number of Iterations
Communicate effectively through writing, speaking, and imagery	Initial essay assessed in college writing course	Rubric assessed on writing essay final	Repeated since 2005. Course improvements tracked based on ISLO assessment.
Solve problems with current and emerging discipline-appropriate technology	Meta-study of program outcomes related to the ISLO	Program set problem solving outcomes which were identified as either met or not in study	Completed study Fall 2010
Act with integrity	Definition of academic integrity	Rubric assessed on student research papers	Assessed for the first time in Fall 2010
Understand and appreciate diversity	Definition of oppression, comprehension of power and impact on groups of people systemically	Graduation survey with both quantitative and qualitative measures	Survey piloted in 2008, revised and implemented for 2009 and 2010 graduations. Programmatic changes to embed cultural competency implemented in 2010; increased exposure to campus to diversity education began in Spring 2010.
Work competently through knowledge of content, mastery of skills, and effective work habits	Meta-study of program assessment related to ISLO	Program assessment review of outcomes related to ISLO and compiled as either met or not.	Completed study, Fall 2010
Work effectively individually, collaboratively, and as a leader	Defined activities within CWE, internships, and clinical	Rubric assessed on supervisor evaluations	Underway, anticipated completion mid-February 2011
Solve problems through critical and creative thinking	Comprehension and application or critical thinking in writing across the curriculum	Rubric developed and applied to student artifacts (both written and visual)	Piloted in Spring 2009, revised and implemented in Fall 2010.
Demonstrate the skills and tools needed for life-long learning	Contact with graduates to assess ongoing learning	Graduate Survey	Conducting renewed survey tool January 2011

Facilities

The condition of the college's facilities has been an issue nearly since the establishment of the College in 1958. The College's first building, Towler Hall, was the former Astoria High School constructed in 1911. The city donated the facility and grounds for the College's use as its

condition had become too difficult to maintain, and a new facility was constructed for the high school. Facilities in 2011 are in far better condition than ever in the College’s 50+ year history.

With the re-opening of a completely renovated Towler Hall in Fall 2010, the campus has become 100% completely accessible. The newest building, Columbia Hall was completed and opened in January 2010. Students now comment that Clatsop is a “real college.” A breakdown of each facility on campus, its construction date, its latest renovation or improvement, and the nature of that work can be found below; the table succinctly summarizes the significant commitment and involvement of the College, and the surrounding community, during the past decade.

Facility	Construction Date	Date of Latest Upgrade	Renovation/Improvement
Towler Hall	1911	January – September 2010	Substantial renovation, including complete refit of building interior and exterior to include repair and seal of all exterior surfaces, roof replacement, all related infrastructures and support systems, complete seismic and environmental upgrades, new electrical and data support, heating and ventilation, plumbing, restrooms and other building support services, as well the provision for accessibility to all students. Complete gutting of facility and rebuild of infrastructure; 100% accessible and to current code; included use of photovoltaic panels on roof to help reduce operational utility costs.
Patriot Hall	1940	January – September 2010	Partial facilities renovations completed including removal of building annex connecting Patriot and Towler Halls*, repair and seal of all exterior surfaces, roof replacement, complete installation of new HVAC systems, partial electrical and data upgrades, restroom refit and the installation of a vertical platform lift to provide improved access to all users. Building is 100% accessible and to current code. * Annex connecting Patriot Hall to Towler Hall had significantly increased risk of earthquake damage for both buildings; removal necessary for safety.
Student Services	1962	August 2006	Substantial renovation, including complete refit of building interior and exterior to include roof replacement and all related infrastructure to accommodate the new Student Services Center. Refit included complete seismic and environmental upgrades, new electrical and data support, restrooms and other building support services, as well the provision for accessibility to all students.
Fertig Hall	1965	DEMOLISHED December 2009	Made room for Columbia Hall
Library	1965	August 2009	Partial facilities renovations completed to include repair and reseal of building exterior, roof replacement, restroom refit and new construction, installation of an open use student computer lab, and the installation of a vertical platform lift to provide improved accessibility to all users.
Alder Hall	1973	June 2008	Partial facilities renovations to include repair and seal of all exterior surfaces, roof replacement. Installation of ramped building access and refit of all interior spaces to accommodate college services support and some limited instructional programs (Lives in Transition). Work included the installation of a vertical platform lift to provide improved access to all users.
Art	1979	June 2009	Partial facilities renovation to include repair and reseal of all exterior surfaces, roof replacement, upgrades to HVAC systems, lighting upgrades to all gallery and instructional space and restroom refit through new construction to improve access for all users.

Facility	Construction Date	Date of Latest Upgrade	Renovation/Improvement
Physical Plant	Prior to 1990	N/A	Physical Plant is currently housed in a former storage building located on the south side of the Jerome Avenue campus site. No changes since initial occupation of this facility.
MERTS I	1996	June 2009	Substantial roof repair completed as well as the addition of operable windows to the clerestory section of the building's main lobby and connecting hallways. This was an environmental improvement and aided in reducing the need for cooling of interior spaces during the summer months.
IMTC	1998	N/A	No changes since initial construction.
Living Machine	2001	N/A	No changes since initial construction.
Fire Research and Response Center	2003	N/A	No changes since initial construction
M/V Forerunner	1969	October 2009 – June 2010	Stabilized mast; repaired hull plating; replaced exhaust system, 97% of electrical system, generator, and hydraulic system; upgraded plumbing/sanitation systems; repaired crane adding structure to its foundation; and painted vessel exterior. Marine architect's stability study performed to allow use as a research, as well as, a training vessel. With U.S. Coast Guard approval (still pending), College maritime science classes and partnering research agencies will be able to utilize the vessel at the same time while deploying and retrieving oceanographic buoys, drifters and gliders utilizing the vessel's crane and winch.
Columbia Hall	2009	January 2010	NEW Construction of a 42,000 square foot instructional facility which includes the addition of upgraded science labs, classrooms, community meeting space and other college services.
South County (rental)	2004	N/A	Clatsop Community College's South County Center relocated into a newly constructed facility in Seaside, Oregon in 2004. This new facility includes expanded instructional space, fully accessible spaces for all users, and is code compliant.

Contractual Relationship with Oregon Coast Community College

In July 2010, the College entered into a contractual relationship with Oregon Coast Community College (OCCC) in Lincoln County to lend it the authority of the College's accreditation status. The relationship was established in compliance with NWCCU's Policy A-6: Contractual Relationships with Organizations Not Regionally Accredited. The new partnership supports the Oregon Legislature's statewide goal of providing access to higher education resources in rural areas. The contractual relationship is also sanctioned under the Oregon Revised Statutes (ORS) 341—Community Colleges that specifically states the following:

341.019 All areas within this state shall be served by a community college district. Such services may be provided either: (a) Directly by formation of a community college district; or (b) Indirectly by contract with an existing community college district. The Department of Community Colleges and Workforce Development shall fix responsibility for serving each area that is not within a community college district. Where feasible, each area shall be a whole county or a group of counties or that part of a county not already in a community college district.

Since 1997, OCCC had been operating under the sponsorship of Chemeketa Community College (Chemeketa). OCCC has offered accredited classes and programs through a contracting college for the last 12 years. At its current stage of development as an institution of higher education, the board and administration of OCCC believed that a contractual relationship with the College strengthened OCCC's ability to serve its community. Specific academic advantages cited by OCCC administration included access to program offerings in Maritime Science, Historic Preservation and Restoration, and Sustainable Energy Technician, unavailable through Chemeketa, which are substantial as well as imminent potential labor markets in OCCC's geographic region.

Alignment with the College's Maritime Science program was an especially logical progression, as Maritime Science closely aligns with OCCC's Aquarium Science program, and helps both institutions better serve the needs for training that occurred with the relocation of the National Oceanographic Atmospheric Administration from Seattle, WA to Newport, OR. These unique programs and opportunities have augmented and strengthened each college's service to their respective missions. A substantive change prospectus (available in the resource room) was submitted to NWCCU which was approved.

Establishing this contractual relationship with OCCC has already been beneficial for both institutions; it has helped maximize educational opportunities for rural, coastal Oregonians. Entering into this new arena of academic service for the College has brought many positive outcomes for the College and the communities we serve. The collaborative potential in sharing curriculum and instructional delivery models, broadened and improved collegial relationships, opportunities for shared professional development, optimal use of technology for effective data management infrastructure, and employment of economies of scale and scope for two smaller colleges jointly pursuing common information technology platforms that are "right-sized" for smaller institutions have only begun to be realized as benefits from this relationship that has been underway for less than one year.

Throughout this report the College will address how the contractual relationship with OCCC fulfills, supports, and furthers the mission, resources and capacities, and goals of the College. In addition, as the College looks ahead to the ongoing cycle of accreditation and beginning a new seven-year review in 2011-2012, the opportunity to assist OCCC on its ongoing path to prepare for application as a candidate for accreditation, and to establish this role as a partner and mentor for OCCC is timely. Though brief in our mutual experiences, it has made sense to both the College and OCCC being aligned with another coastal community college with a similar mission to serve similar rural communities in Oregon.

OCCC contracts with the College for specific college services including curriculum (existing courses from Clatsop Community College as well as guidance and oversight of the development of new curriculum offered at OCCC exclusively or at both institutions), course transcription, student financial aid, awarding of certificate and degrees, and other functions that provide essential services to students in their postsecondary education. As a part of this relationship, OCCC complies with any criteria or policy that directly affects instruction, for example, use of the College's hiring guidelines for faculty. Therefore, the primary areas reviewed and assessed for the comprehensive self-evaluation report relate specifically to the delivery of credit courses

and the programs, services, and resources necessary to support them under Standard 2, Resources and Capacity: particularly sections 2.A.12 through 2.A.29; and 2.B.1 through 2.E.4. In all other matters, OCCC operates as its own entity:

- Standard 1 (Mission, Core Themes, and Expectations);
- Standard 2, sections 2.A.1 through 2.A.11, 2.A.30, 2.F.1 through 2.G.8.;
- Standard 3 (Planning and Implementation);
- Standard 4 (Effectiveness and Improvement); and
- Standard 5 (Mission Fulfillment, Adaptation, and Sustainability).

Furthermore, OCCC receives separate funding from the Oregon State Board of Education, has its own elected seven-member Board of Education, charter, policies and procedures, facilities, and personnel management.

OCCC operated under Chemeketa Community College's (Chemeketa) accreditation status from July 1997 through June 2010. (Linn-Benton Community College and Portland Community College preceded Chemeketa in the provision of contracted services.) In 2006, the former contractual relationship with Chemeketa Community College was evaluated as part of Chemeketa's comprehensive report. Institutional progress on recommendations was addressed at that time. (See *Spring 2006 Comprehensive Report— Oregon Coast with Chemeketa*, and *Spring 2006 Accreditation Affirmation Letter* in Accreditation Resources.)

After considerable discussion and planning in late 2009 and early 2010 and receipt of the formal request of OCCC, the College entered into a contractual relationship with OCCC for accreditation services, effective July 2010. A Substantive Change Prospectus was submitted to the Commission in June 2010 for approval. (See *Clatsop Community College Substantive Change Prospectus June 2010* in Accreditation Resources.)

Both colleges see the new partnership as mutually beneficial in that they believe it will strengthen and has strengthened their abilities to serve their respective constituencies as OCCC becomes better prepared to apply for accreditation candidacy. For example, the new relationship has enabled OCCC to implement a new integrated data system (SharkNet) to support web registration and other dynamic web-based services for students, staff and instructors. The new data system is identical to the one (SeaNet) the College installed over the Summer term 2010. The similar systems enable OCCC to use enrollment and financial data directly in daily operations and will have great use in planning and assessment as the system reaches fuller application. OCCC has enabled the College to provide more timely and efficient financial aid services through funds paid under the contract. The two colleges also have mutually complementary curricula, e.g., the College's Maritime Science and OCCC's Aquarium Science, that will help each serve their respective missions. The partnership is also beneficial to OCCC in that the College is actively mentoring and guiding OCCC in preparation for eventual application for accreditation candidacy with the Commission.

Institutional Context – Oregon Coast Community College (OCCC)

OCCC was established by Lincoln County voters on May 19, 1987, and began its first term June 1987. (See *Timeline of College History*.) 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 1,800 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.

After many years operating in mostly leased spaces that were marginally adequate and often lacking accessibility, OCCC achieved the passage of a facility bond in May 2004 that resulted in the construction of three modern, well-equipped accessible facilities appropriate to instructional and student support services it provides. Construction of new campus facilities began during March 2007. The three facilities are:

1. North County Campus in Lincoln City (23,750 sq. ft.), completed Summer 2008;
2. Central County Campus in Newport (79,000 sq. ft.), completed Summer 2009, and
3. South County Campus in Waldport (4,216 sq. ft.), completed Summer 2009.

At this writing, OCCC is in the process of completing the new Aquarium Science Building. The facility will be ready for use beginning Fall 2011.

Date of Most Recent Review of Institution's Mission and Core Themes

The Clatsop Community College Board of Education reviewed and adopted the four (4) Core Themes for the College on April 13, 2010. The Board of Education reviewed the Mission and Core Themes one last time on February 8, 2011 in preparation for the Spring 2011 accreditation visit.

CHAPTER ONE: Mission, Core Themes, and Expectations

Institution's Mission Statement

The College bases its mission statement on an articulation of the College's mission and the profession of the College's values. Therefore, all three of these statements (mission, vision, and values) are included below for context in assessing the fulfillment of the College's mission.

Clatsop Community College Mission Statement

It is our purpose to build an educational community that provides open access to high quality learning opportunities for the people of our region, and prepares them for full and productive participation in a dynamic world. In fulfillment of this purpose we commit ourselves to being:

Learner Centered

- Providing a student-centered learning environment
- Maintaining our open admission policy with equal educational access and opportunity
- Being learners ourselves, maintaining currency and creativity in both the content and delivery of our educational programs

A Comprehensive Community College

- Providing lower division transfer courses and programs
- Providing a variety of professional technical courses and programs
- Providing developmental courses and programs, and remedial assistance
- Providing continuous learning opportunities

Accountable for Student Learning

- Ensuring that students graduating from Clatsop Community College will have demonstrated the ability to:
 - Communicate effectively through writing, speaking, and imagery
 - Solve problems with current and emerging discipline-appropriate technology
 - Act with integrity
 - Understand and appreciate diversity
 - Work competently through knowledge of content, mastery of skills, and effective work habits
 - Work effectively individually, collaboratively, and as a leader
 - Solve problems through critical and creative thinking
 - Demonstrate the skills and tools needed for life-long learning

Community Focused

- Fostering positive and productive relationships in order to develop and improve College programs
- Participating in the activities of community-based organizations
- Encouraging public input
- Promoting and maintaining the College as both cultural and educational center for the community

A Quality Employer

- Attracting and retaining the best qualified faculty and staff
- Providing a congenial, cooperative atmosphere that supports employee participation
- Promoting employee job satisfaction, performance, and advancement opportunities
- Maintaining a firm commitment to equal opportunity in pursuit of being a more diverse community

Here for Our Future

- Continuously reviewing the educational and facilities needs of the College
- Continuously engaging in effective long range planning
- Effectively and efficiently managing the resources of the College in support of our learner-centered educational purposes
- Adapting our programs to educational and technological advancements

Clatsop Community College Vision Statement

“Continuously building an educational community that encourages learning and achievement.”

Clatsop Community College Values

As a community and as individuals, we are committed to upholding these Core Values as we work together in service to the Vision and Mission of Clatsop Community College.

- **Caring**: Respect individuals and their contributions; be constructive with words and actions; provide constant encouragement in the pursuit of knowledge and understanding; exhibit interpersonal trust; find virtue in work.
- **Collaboration**: Seek truth and feedback; listen; have open, transparent communication; pursue common goals; encourage universal participation; strive for a “just society.”
- **Creativity**: Maintain a sense of humor while remaining serious about our mission; emphasize self-expression; show initiative; have faith in new beginnings; be open to change.
- **Diversity**: Encourage global citizenship; affirm and respect individual human potential; appreciate differences; be inclusive.
- **Integrity**: Provide a safe and reliable learning environment in which we strive to be ethical, honest, and disciplined; have and demonstrate pride.

Oregon Coast Community College Mission

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.

Interpretation of Fulfillment of the Institution’s Mission

The College uses several established measures to interpret the fulfillment of its mission. These measures are broken down into three major categories: benchmarks, institutional student learning outcomes (ISLOs), and campus climate data.

Benchmarks

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

1. Credit Instruction by Full-Time 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 are a major consideration in the College's ability to interpret its mission fulfillment. The ISLOs development, 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.

In concert with the College's efforts on ISLO assessment as fulfillment of the College's mission, the Vice President of Instruction has worked statewide on the inclusion of assessment outcomes and criteria with the statewide Associate of Arts – Oregon Transfer degree, as well as organized efforts to provide training at the state level on ISLO assessment, including the sponsorship of a statewide ISLO assessment training at Clatsop in April 2010. These statewide initiatives have supported and enhanced the College's own ISLO assessment process, and have helped inform the College on its mission fulfillment regarding student learning.

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 for the past three years in the Noel Levitz campus climate survey. The results of these surveys have been reviewed and communicated to the campus community by the College's Core Values Team. This team was created in 2008 by then President Greg Hamann for the expressed purpose of assessing and identifying areas of improvement in the fulfillment of the College's mission. Over the three years of this measurement, the campus climate has shown a definite trend towards improvement and in fulfillment of the College mission.

These measures have enabled the College to maintain a regular assessment of mission fulfillment in terms of the campus climate and to establish continuous quality improvement practices in its operations to become more effective in identifying, conveying, and measuring its mission through the daily efforts of the College's students, staff, faculty, administration, and community partners. These efforts have been important to the College and the communities we serve, even as we have faced reduced state funding over the past decade, despite increased demand for our programs and services.

During the past few months as this report was being prepared, the College has also faced unprecedented fiscal challenges; the severity of the most recent economic recession has necessitated the College reduce its FY2012 General Fund budget of \$9M by slightly more than \$1M. Since over 80% of the college's costs are dedicated to personnel expenditures, the College has had to make extraordinarily difficult employment decisions. Over a dozen positions have been eliminated beginning July 1, 2011, and notification of those impacted employees has occurred during the months of January, February, and March 2011. While there hasn't been time to fully assess how these reductions will impact the College's mission fulfillment, the College certainly recognizes that the events of the past few months have generated a great deal of frustration, anger, and fear among some college employees. The measures the College has put in place over the past decade will help the College respond to these latest changes as they become fully implemented in the months ahead.

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 comprised in 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, the impact of personnel reductions which will be fully implemented in July 2011, and the planned restarting of the accreditation cycle with a review of standard one in the 2011-2012 academic year, it will be appropriate to perform a full-scale review of our mission fulfillment measures at that time. This assessment of our assessment efforts surrounding mission fulfillment will help the entire campus community better understand how to best interpret the College's mission fulfillment through assessing our campus climate as well as with other appropriate mission fulfillment measures.

Articulation of Acceptable Threshold and Extent of Mission Fulfillment

The College's three-pronged approach to interpretation of mission fulfillment lends itself well to the measure of acceptable thresholds and extent of mission fulfillment. These thresholds are detailed in the chart below:

Description	Threshold	Measure	Last Iteration
Credit Instruction Provided by FT Faculty	55%	70%	AY 2009-2010
Institutional Student Faculty Ratio	16:1	14:1	AY 2009-2010
Budgeted Operating Expenses Distribution	Similar Institutions	Instruction, Operations, Student Services	FY 2010
Employee Group Compensation	Similar Institutions	FT Faculty, PT Faculty, Classified, Staff & Supervisory	FY 2010
Tuition Levels	2 nd Lowest Quartile of OR community colleges	Ranked 10 th overall	FY 2011

Description	Threshold	Measure	Last Iteration
Communicate effectively through writing, speaking, and imagery	Initial essay assessed in college writing course	Rubric assessed on writing essay final	Repeated since 2005. Improvements tracked thru ISLO assessment.
Solve problems with current and emerging discipline-appropriate technology	Meta-study of program outcomes related to ISLO	Problem solving outcomes identified as met in study	Completed study Fall 2010
Act with integrity	Definition of academic integrity	Rubric assessed on student research papers	Assessed for the first time in Fall 2010
Understand and appreciate diversity	Definition of oppression, comprehension of power and impact on groups of people systemically	Graduation survey with both quantitative and qualitative measures	Survey piloted 2008, revised 2009 and 2010 graduations. Program changes embedded cultural competency in 2010; increased diversity education Spring 2010.
Work competently through knowledge of content, mastery of skills, and effective work habits	Meta-study of program assessment related to ISLO	Reviewed program assessments of outcomes related to ISLO as met	Completed study, Fall 2010
Work effectively individually, collaboratively, and as a leader	Defined activities in CWE, internships, and clinical	Rubric assessed on supervisor evaluations	Underway, anticipated completion June 2011
Solve problems through critical and creative thinking	Comprehension and application of critical thinking in writing across the curriculum	Rubric developed and applied to student artifacts (both written and visual)	Piloted Spring 2009, revised in Fall 2010.
Demonstrate the skills and tools needed for life-long learning	Contact with graduates to assess ongoing learning	Graduate Survey	Conducted renewed survey January 2011
Campus Culture and Policies	Gap between importance and satisfaction less than 1.0	45% meeting of threshold; three significant changes: reputation of College improving (+), respect growing in community (+), fewer resources for employees to perform their work (-).	CESS Survey used for three straight years to measure campus climate trends Spring 2008-2010
Institutional Goals	Alignment of College goals	No significant changes in goal alignment for campus community.	CESS Survey Spring 2010
Involvement in Planning and Decision Making	Mean score of 3 (just the right amount of involvement)	45.5% of threshold goal met; no significant change from previous survey year.	CESS Survey Spring 2010
Work Environment	Gap between importance and satisfaction less than 1.0	81.5% of threshold goal met; two significant areas of change (importance and gap decreased for work valued by institution, and for having materials needed to do job)	CESS Survey Spring 2010
Qualitative Assessment – Open Comments	Level of satisfaction with campus climate trends toward the positive	For the second and third years of survey, open-ended comments were both less negative (when negative comments were received, the content was more constructive) and more positive (the number and quality of positive statements) about the campus climate.	CESS Survey Spring 2010

Overall, these measures have drawn a clearer picture over the years of how effective the College has been in its mission fulfillment. While more progress in this area is being sought, the momentum and direction have been encouraging and are a reflection of the quality of the work and effort of the faculty and staff in support of the students at the College.

Core Themes

Upon learning in Winter 2009 of the probable adoption of new accreditation standards by NWCCU that would include the identification of core themes, then College President Dr. Greg Hamann and Vice-President of Instruction/Accreditation Liaison Officer Dr. Stephen Schoonmaker decided to form an accreditation team in September 2009 at the start of the College's Fall term. One of the first tasks the College's accreditation team undertook at its inception was to begin the process for the College in determining its core themes. Different options were explored, including the adoption of the two core ingredients of the College's mission statement (access, high quality learning opportunities), the six characteristics elucidated in the College's mission statement (learner centered, comprehensive, accountable for student learning, community focused, quality employer, sustainable), the College's five core values (caring, collaboration, creativity, diversity, integrity), the College's eight institutional student learning outcomes (data from which informs the College's measures of mission fulfillment), and the College's four strategic goals (enrollment, environment, endowment, and enrichment). Ultimately the team decided against any of these options and determined the best approach was to develop distinct and discreet core themes to encompass all of the options considered and to comprehensively describe the College's mission.

Four themes were proposed to the college community at an all-campus in-service on January 8, 2010. Calls for feedback and suggested revisions were made. Concurrently, the Board of Education for the College was kept apprised of the development of these four themes and was also given the opportunity to provide input in the process of drafting these themes. The accreditation team further solicited feedback on campus and in the community about the core themes. Once this review period was completed, the team made final revisions to the themes before sending them onto the College's Board of Education with a recommendation for adoption. On April 13, 2010 the College's Board of Education approved the College's four core themes.

Oregon Coast Community College Core Themes

The six core themes of knowledge, sharing, enlightenment, consensus, goodwill and service are integrated into OCCC's mission of providing personalized service for individuals, for communities, and for business and industry. OCCC is working closely with its accrediting institution to refine meaningful, accessible and verifiable indicators of achievement in accomplishing the objectives of its 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.

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.

The College approaches this theme in a variety of ways:

1. Creation of a campus connection for students through a positive first contact. The College seeks with each student, through an initial advisement system, the mutual discovery of their individualized answers to the following questions:
 - Why do they want to learn?
 - What do they want/need to learn?
 - What are their goals/intentions?
 - What tools do they have?
 - Where are the gaps?
2. Initial assessment – proper student placement for foundational skill attainment success.
3. Establish baseline expectations campus-wide for positive and productive Teaching and Learning environments for students needing foundational skills.
4. Ensure the College’s student support services provide sufficient assistance to students.
5. Design, implement, and promote a seamless path for each student’s educational journey.
6. Human Resources that promotes the hiring of faculty and staff supportive of students needing foundational skills.

Core Theme 1: Foundational Skills: Develop a foundation of skills and abilities for students so they become capable of attaining their educational goals.			
Objectives:	Indicators:	Sources of Data:	Primary Responsibility:
Objective A: Provide effective first contact services for students.	A1: 75% of surveyed students indicate > average satisfaction with first contact services.	A1: Fall 2009 SENSE Data and Spring 2011 CCSSE Data.	A1: All initial advisors, Recruitment Coordinator, Director of Learning Resource Center, Test Administrator, Director of Student Success
	A2: 80% of students referred to advising before initial registration met with advisor.	A2: Advisors will report conferences with students.	A2: All initial advisors
	A3: Ratio of new students to initial advisor does not exceed 80:1 to ensure their ability to perform their duties.	A3: Initial advisors contact data.	A3. All initial advisors
	A4. First contact events (e.g., New Student Orientation) receive 3.5 aggregate student satisfaction score (on a 5-point Lickert scale).	Student evaluations, both quantitative and qualitative, from first contact events, and data from periodically held student forums.	A4. All initial advisors, Recruitment Coordinator, Director of Learning Resource Center, Test Administrator, Director of Student Success

Core Theme I: Foundational Skills: Develop a foundation of skills and abilities for students so they become capable of attaining their educational goals.			
Objectives:	Indicators:	Sources of Data:	Primary Responsibility:
Objective B: Provide tools and resources, including initial assessment, that enable students to achieve their foundational skills.	<p>B1: 80% of initial assessments accurately indicate student readiness.</p> <p>B2: 80% of students successfully complete coursework to address foundational skills.</p>	<p>B1: COMPASS Test Instrument: Reading, Writing Mathematics</p> <p>B2: Registration Information Test Center Records SeaNet Grading System Office of Instruction Associated Programs</p>	<p>B1.1: During Enrollment Process: Recruitment Coordinator</p> <p>B1.2: After Enrollment: Director of Learning Resource Center and Test Administrator</p> <p>B2: Office of Instruction; Writing, Developmental Education, and Mathematics Instructors; Writing and Math Tutors; PLUS Program Director, Lives in Transition (LIT) Program Coordinator, and Reference Librarian</p>
Objective C: Support students with tailored services so that they are successful in achieving foundational skills.	<p>C1: 75% of students served by College specialized programs are identified as successful completers based on program standards.</p> <p>C2: 80% of students served by College specialized programs persist from 1st year to 2nd year.</p>	<p>C1: Specialized programs, such as PLUS, Upward Bound, Talent Search, Bridge, LIT, Literacy, and ESL program data.</p> <p>C2: Specialized programs, such as PLUS, Upward Bound, Talent Search, Bridge, LIT, Literacy, and ESL program data. SeaNet Database</p>	<p>C1: PLUS, Upward Bound, Talent Search, Bridge, LIT, Literacy, and ESL staff and faculty</p> <p>C2: PLUS, Upward Bound, Talent Search, Bridge, LIT, Literacy, and ESL staff and faculty</p>
Objective D: Courses prepare students to attain their foundational skills.	<p>D1: Breadth of foundational skill based course offerings meet 100% of all program requirements.</p> <p>D2: 70% of students indicate they need to develop at least one foundational skill in order to attain their educational goal.</p> <p>D3: 80% of students who complete a foundational skill based course and continue to a next level course are successful in that course.</p>	<p>College Catalog College Course Schedule</p> <p>COMPASS Test Results Initial Advisor Intake Forms</p> <p>SeaNet Database</p>	<p>Office of Instruction</p> <p>Testing Center Office of Instruction</p> <p>Institutional Research</p>

Indicators of Achievement Rationale

Provide Effective First Contact Services: Student satisfied with first contact experience is meaningful because it directly questions students about their experience. The College has nationally-normed data from the SENSE (Survey of Entering Student Engagement) survey given on campus in Fall term 2009. The college will follow up on that survey with the CCSSE (Community College Survey of Student Engagement) survey in Spring term 2011. These data describe current student satisfaction with first contact services and provide a measure at different points in time for comparison of students' assessment of the college's services over time.

Initial Advising: New students are referred to an initial advisor for first time registration and goal setting. This is an acceptable and meaningful measure of the objective because students who meet with an advisor are more apt to register and successfully complete college work.

Initial Advisor-New Student Ratio: Effective advisement relies on adequate time available to spend with students. Measuring the ratio of new students per initial advisor helps the College ensure that adequate resources are made available to provide an effective level of advisement.

First Contact Events: As a prospective student explores Clatsop Community College, the College has established several first contact events to begin the relationship building aspect of a student's matriculation. The College sponsors a College Day for high school seniors, hosts financial aid workshops that help students learn about ways to pay for college, plans freshmen days in July to help students with advisement and registration, and presents a new student orientation just before the start of Fall term. Following the concept of Maslow's hierarchy, these events move a student from a sense of safety, and meeting basic needs, to a sense of belonging which enhances the changes for a student's success. Measuring students' experiences with these events is meaningful as it provides the College useful information about each student's progression towards building a strong relationship with personnel at the College which can help them persist, progress, and complete their education.

Student Placement and Foundational Skill Attainment: Initial assessments and proper placement are key measures of student readiness to begin college coursework and allow the College to accurately address remedial needs. A student inappropriately placed in courses will waste their time and risk losing motivation. Successfully attaining the foundational skills a student needs increases confidence and prepares them to be successful throughout their educational journey. Measuring the success of properly placing students provides the College with key indicators of how well these students are being helped by the College to be successful.

Specialized Program Completion and Persistence: At-risk students need proper support to maximize chances for success. The College has several programs that offer this level of service to students. Students successfully completing these programs, and persisting through the program's benchmarks are effective measures because students who successfully complete and/or achieve the objectives for these programs are better able to continue their education.

Foundational Skills Course Offerings for Next Level Success: The College maintains instructional services which prepare students who are able to benefit from the instruction with the foundational skills in language and mathematics needed for successful study in the transfer and career-technical programs of the College. The following are the ways in which these services are structured:

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). While each of these programs are diverse in nature from one to the other, they share a strong similarity: a students who transfers from Clatsop Community College after completing any of these degrees should have achieved the College’s eight intended Institutional Student Learning Outcomes (ISLOs).

As the College considered its core theme about its transfer mission, the stated ISLOs for students completing a program seemed a logical place to seek appropriate objectives for measuring the institution’s effectiveness in meeting this core theme. Six of the eight ISLOs were selected for assessment of the transfer theme.

Core Theme II: Transfer: Prepare students to successfully continue their education at a four-year college or university.			
Objectives:	Indicators:	Sources of Data:	Primary Responsibility:
Objective A: Communicate effectively through writing, speaking, and imagery.	Institutional success defined as first draft WR 121 papers scored >3 on 4-point scale in each category rated using internally developed rubric.	Sample papers from English Composition are assessed using a common rubric. The college has 4+ years of samples/data with which to measure this objective.	English instructors Office of Instruction
Objective B: Act with Integrity.	Institutional success defined as score >3 on 4-point scale on sampled research papers using internally developed rubric assessing appropriate use of others’ ideas.	Scores of a sample of 45 research papers collected in Spring of 2010 scored for proper attribution	Campus Assessment Team
Objective C: Understand and Appreciate Diversity.	In 2008, success defined as a mean score of 4 on a 5-point scale for diversity questions on pilot graduating senior survey. For 2009 and 2010, success defined as a mean score of 1.5 on a 0-3 scale for questions about ‘oppression’ on graduating senior survey.	Campus Assessment Team developed rubric to score the diversity questionnaire given to students at graduation rehearsal.	Campus Assessment Team

Core Theme II: Transfer: Prepare students to successfully continue their education at a four-year college or university.			
Objectives:	Indicators:	Sources of Data:	Primary Responsibility:
Objective D: Work effectively individually, collaboratively, and as a leader.	Institutional success defined as at least 75% of relevant program outcomes assessments (in a meta-study of all program assessment results) show acceptable levels of performance.	Measured in Cooperative Work Experience (CWE) program's supervisor reports.	Campus Assessment Team Dean of Learning Director of CWE
Objective E: Solve problems through critical and creative thinking.	Institutional success defined as score >2 on 0-3 scale for sampled research papers using internally developed rubric assessing the use of critical thinking skills.	Samples of 45 papers are scored using a rubric developed after a 2009 critical thinking assessment pilot.	Campus Assessment Team
Objective F: Demonstrate the skills used for life-long learning.	Institutional success defined as graduates' responses to a 6-12 month follow-up survey that imply that 75% are engaged in some form of continuing education or self-improvement.	The college is re-activating a 6 month graduate follow-up survey to determine whether students are continuing school as well as finding employment. Findings pertaining to continuing study, formal or informal, from these contacts will be the evidence from which the CAT infers student capacity for life-long learning.	Campus Assessment Team Office of Instruction Student Services

Indicators of Achievement Rationale

It was logical for the College personnel assessing the transfer core theme that the work of the Campus Assessment Team (CAT) in assessing the College's ISLOs, which dually serve as this core theme's objectives, be utilized.

The most assessable and meaningful source for collecting data to measure the first objective, Communicate Effectively Through Writing, Speaking, and Imagery, is the Writing sequence: WR 121, 122, 123. Four years of data from these courses in the form of sample papers are on record, and the Writing faculty has established a history of meeting on a regular basis to assess this data using a common rubric. Having the methodology for assessing writing for the ISLOs, the CAT will next consider how to operationally define communicating through speaking and implement reliable data collection to monitor effectiveness. That effort will be followed by a similar process for communicating through imagery.

The second objective, Act with Integrity, is being assessed using a rubric analyzing 45 sample papers from a variety of classes collected during Spring term 2010. The Assessment Team has determined that a meaningful way in which students demonstrate integrity is through accurate citation of sources in which the ideas and work of others are appropriately documented. Data is currently being collected from courses in which students complete writing assignments for which research is required. Through these assignments, students are exposed to the practice of the ethics of scholarship. Because this is the first year of collection, assessment of this data is still in progress.

The CAT has also concluded that the most meaningful and accessible method for measuring the third objective, Understand and Appreciate Diversity, is through a questionnaire given to students at graduation rehearsal. Because many of the graduates are gathered together for this event, it is the ideal occasion for capturing the widest scope of students from various programs and degree plans. For the past three years, data have been collected using a survey focused on measuring a specific aspect of diversity, oppression. We have successfully used the data collected from this survey to strengthen the understanding and teaching of diversity through in-service presentations and faculty/staff workshops.

The fourth objective, Work Effectively Individually, Collaboratively, and as a Leader, will be measured in the Cooperative Work Experience program (CWE). This program generates useful evidence for measuring this objective due to the existing practice by program supervisors of evaluating student achievement of this objective. Supervisors report their findings to the Dean of Learning and the Director of CWE, and this data, collected during the Fall term of 2010, will serve as baseline data for measuring this objective.

The fifth objective, Solve Problems Through Critical and Creative Thinking, is demonstrated by students in a variety of classes across campus. In 2009 a pilot critical thinking assessment study was conducted using a pre-existing rubric used by other colleges and universities. As a result of that study, a new rubric was created on campus. Five attributes were identified as being meaningful and accessible measures of this outcome. These five attributes are: 1) hypothesis clarity, 2) reliable, valid, and relevant underlying assumptions, 3) depth and breadth of analysis, 4) synthesis of significance, and 5) drawing appropriate conclusions. The rubric was applied to 45 sample papers collected in spring 2010 and scored during 2010-2011.

For the sixth objective, Demonstrate the Skills Used for Life-Long Learning, the college will query a national clearinghouse using a sample of all graduates from a single year to verify the percentage of students who actually transfer and also to document how well these students do after transferring into a four-year institution. This indicator serves as a logical and meaningful extension of the measure of student attainment of life-long learning skills in relation to the concept of Core Theme II, Transfer, and will also serve as an aspect of program review.

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, criminal justice, 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:

1. Satisfactorily preparing students to enter the workforce.
2. Ensuring graduates are successful in attaining employment and employers are satisfied with the graduates' job readiness.
3. 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.

Core Theme III:		Workforce: Prepare students to succeed and compete in a worldwide economy.	
Objectives:	Indicators:	Sources of Data:	Primary Responsibility:
Objective A: Provide workforce students with knowledge and skills which prepare them for successful entry into the workforce.	<p>A1: A 65% aggregate graduation rate for students majoring in professional and technical certificate and degree programs within four years of matriculation.</p> <p>A2: 85% of program completers who seek it will receive licensing or certification in their field.</p> <p>A3: Students will achieve a workforce portfolio assessment score of ≥ 2 on a scale of 0 – 3 in demonstrating successful completion of program outcomes.</p>	<p>A1: Graduation rates</p> <p>A2. Individual program reviews</p> <p>A2. Graduate surveys</p> <p>A2. Licensing agencies</p> <p>A3. Student Portfolio review rubrics</p>	<ul style="list-style-type: none"> • Student Services • Program Directors • Dean of Workforce Education • Dean of Learning • Program Faculty
Objective B: Students successfully acquire employment in their desired field, and are able to respond to shifting market employment needs, changing technology, and necessary training upgrades.	<p>B1: 75% of workforce certificate or program graduates will successfully acquire employment in their field.</p> <p>B2: 85% of graduates' employers surveyed rate student's job readiness and performance satisfaction with a score of ≥ 2 on a scale of 0–3.</p>	<p>B1. Graduate surveys</p> <p>B2. Employers surveys</p>	<ul style="list-style-type: none"> • Program Directors • Dean of Workforce Education • Dean of Learning • Program Faculty

Core Theme III: Workforce: Prepare students to succeed and compete in a worldwide economy.			
Objectives:	Indicators:	Sources of Data:	Primary Responsibility:
	B3: 60% of graduates will report additional training or education within 2 years of completion of program.	B3. Graduate surveys B3. Student enrollment records	
Objective C. Continually monitor workforce programs to ensure student satisfaction, program relevancy, and content rigor.	C1: Workforce students surveyed about certificate and degree satisfaction will rate their experience with an aggregate score of ≥ 3 on a 5-point Lickert scale. C2: 100% of advisory committees will annually provide program relevancy feedback to the College and will report satisfaction with the College's response during annual stakeholder survey. C3: 100% of advisory committees will annually discuss and problem solve (if necessary) program rigor related to development of courses and/or program outcomes that meet business and industry needs.	C1. Student surveys C2. Advisory Committee Minutes C2. Stakeholder surveys C3. Advisory Committee Minutes	<ul style="list-style-type: none"> • Advisory Committee Members • Program Directors • Dean of Workforce Education • Dean of Learning • Program Faculty

Indicators of Achievement Rationale

Preparation for entering workforce: The most assessable and meaningful source for collecting data to measure the first objective is to determine if students are graduating from the professional technical programs with the necessary skills to prepare for entry into the workforce, and if not, why not. Individual program reviews provide this data. Professional Technical certificate and degree programs are reviewed on a three year rotational schedule. Currently, programs are reviewed by a team of faculty and staff led by the Dean or Director over a specific program area. A self-assessment of program effectiveness is compiled which includes rating criterion related to curriculum, student involvement, instructional support, budget/resources, and community linkages. In addition, Deans and Program Directors review graduation numbers and faculty review program outcome attainment progress annually.

As e-portfolios are introduced to the College Faculty beginning fall term 2011, programs will begin to utilize this tool to assist with documenting student progress. It is estimated that portfolio reviews will be integrated into the Professional Technical certificate and degree programs over a three year period. Programs currently using hard-copy portfolios are nursing, CADD and Historic Preservation; these portfolios will be evaluated for documenting student attainment of program outcomes beginning spring term 2011.

In addition, success in the attainment of professional licensing or certificates provides valuable objective evaluation of program effectiveness at preparing students for a specific occupation or profession. Certificate and licensing information is collected and analyzed for the nursing, welding, and maritime programs.

Employment attainment and success. It is important to track graduates to determine if success was achieved in attainment of employment. Did the graduate gain employment in the desired field? Is the graduate prepared for the new employment responsibilities and demands? Can the graduate meet the employer's changing workforce requirements as industry and business evolves and adapts to a changing environment.

Graduate and employer surveys are important in providing data about graduate success in the workplace. Graduate surveys are sent annually or 6 months after graduation. The Student Services Center will coordinate sending and compiling graduate survey data. This data will be sent to Deans, program directors and faculty for inclusion in program reviews.

Employer Surveys with a shorter agreed upon list of common questions will be sent to the current employers which were identified in the Graduate Survey. Individual faculty will coordinate the dissemination and collection of data from Employer surveys on an annual basis.

Continuing program relevancy and currency. One of the major components of the college's mission is to be community focused and to foster positive and productive relationships in order to develop and improve college programs. It is the goal of the college to produce graduates that can gain employment and be current within those jobs, thereby ensuring job satisfaction and success.

Program Advisory Committees are comprised of industry and business stakeholders, meeting twice a year to provide input on development of new programs, updating and/or revision of current programs, and general training needs and gaps.

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 two federal, TRIO grant programs, Talent Search and Upward Bound, which 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’s 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 the 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.

Core Theme IV: Community Outreach: Engage in collaborative leadership to meet the cultural, economic, educational, personal development, social, and vocational needs for the community.			
Objectives:	Indicators:	Sources of Data:	Primary Responsibility:
Objective A: Provide facilities and funding for community outreach.	A1: 10 % of the College's total budget is dedicated to community outreach activities. A2: 20% of community outreach courses are offered at locations south of Warrenton. A3: 5% of community outreach courses are offered at locations east the MERTS campus.	A1: Clatsop Community College 2010-11 Adopted Budget A2: The Clatsop College Education for Life/Workforce Training Quarterly schedule listing class locations. A3: The Clatsop College Education for Life/Workforce Training Quarterly schedule listing class locations.	A1. V.P. of College Services, V.P. of Instruction; Dean of Student Services A2: Education for Life & Workforce Training Coordinator A3: Education for Life & Workforce Training Coordinator
Objective B: Provide courses and events which address community needs.	B1. 15 % of the total Clatsop County population age 15 or older is registered for any course during an academic year. B2: 80% of "community outreach" courses draw enough enrollments to make the course viable. B3. Estimated event attendance meets and/or exceeds expectations 65% of the time.	B1. Compare the unduplicated student headcount of Clatsop Co. residents with the Clatsop County population based on U.S. Census data. B2: Clatsop Community College's SEANET, Enrollment Management System. B3. Expected and actual event attendance is recorded by College staff.	B1. Database Administrator; Education for Life & Workforce Training Coordinator; Recruitment Coordinator B2. Education for Life & Workforce Training Coordinator B3. Art & Ideas Coordinator and Publication Services
Objective C: Staff and students provide leadership in collaboration with community partners.	C1: 60% of completed annual appraisals for regular college employees will show participation as college representatives in collaborative projects, boards, or other activities involving community partners. C2: 60% of CCC graduates will report that their coursework connected them to the community via a graduate survey.	C1: Annual Employee Evaluations C2: Annual Graduate Survey	C1. Human Resources Director C2: Instruction and Student Services

Indicators of Achievement Rationale

The indicators selected for the Community Outreach objectives will serve both to measure our success on our objectives and to focus faculty and staff attention on this critical area of college services. All of these indicators use information which is available within the college's current data collection systems or information which is currently being collected by informal means which can be made more systematic without imposing an undue burden. Specifically:

- A1 requires an analysis of currently available data. Dedication of resources is good evidence of institutional commitment.
- A2 and A3 are easily available. This data holds the College accountable for providing services across our service district.
- B1 requires a comparison of available college enrollment numbers with publicly available population data. This measure tells us if we are actually providing services to a significant percentage of the community.
- B2 is currently available information, requiring only a systematic reporting method. A preponderance of "full" courses indicates that we are meeting the needs of county residents.
- B3 requires documentation of information currently collected informally. Attendance at College-sponsored events is evidence of the community's interest in our offerings.
- C1 this indicator provides a direct measure of the involvement of college staff in community outreach activities. Achievement of this indicator demonstrates that many college employees are involved in these activities, and that the college is represented in the community in many ways, by many different people.
- C2 uses information collected in a graduate survey to measure the percentage of students who were connected to the community through their College coursework. Achieving this benchmark suggests that our students are leaders in the community.

All indicators relate directly to their objectives, and represent clearly measurable outcomes. These indicators are accessible, clearly understandable and meaningful measures of progress toward our objectives.

CHAPTER TWO: Resources and Capacity

A College with a vision, mission, and values cannot begin to assess its effectiveness if it does not have, or does not choose to assess, its resources and capacity to implement thoughts into actions; or transform the ideal into reality. In its own effort to assess its effectiveness as an institution of higher education, Clatsop Community College has assessed its ability to serve students and the surrounding community by identifying, inventorying, and assessing the extent of the following resources and the capacity to serve resulting from each.

Governance

Governing Board

The College is governed by the **Clatsop Community College District Board of Education**. The Clatsop Community College Board utilizes policy governance to provide overarching direction for the College. The Board's primary responsibility is to establish policies, purposes, programs and procedures which will best produce educational achievement. The board is charged with accomplishing this while also being responsible for wise management of available resources. The board must fulfill these responsibilities by functioning primarily as a legislative body which formulates and adopts policy, by selecting an executive officer (i.e., College President) to implement policy and by evaluating the results. Further, it must carry out its functions openly and seek the involvement of students, staff and the public during its decision-making processes.

The Board of Education consists of seven members nominated by zone and elected at large. Board members must live in the zones they represent, and be elected by all district voters. The election process ensures adequate representation of the public interest. Re-election for Board positions occurs every four years, and no active employees of the College are eligible to serve on the Board; however retirees from College employment and former part-time faculty currently serve as Board members. Procedures for ensuring continuity and the mechanisms for affecting changes in Board membership comply with ORS Chapter 341.

The College documents all sanctioned policies and procedures concerning governance (a complete manual will be in the Resource Room as an exhibit). The manual includes the following sections:

1000 – Board	5000 – Instruction
2000 – President	6000 – Students
3000 – Business	7000 – Community Relations
4000 – Personnel	

The College President serves as the clerk of the Board, and has the responsibility to implement policies as directed by the Board, either directly and by designation. The Vice President of College Services also serves the Board as the deputy clerk, providing financial information about the state of affairs at the College. There is also the Executive Assistant to the President and the Board who handles minutes and correspondence for the Board. All three of these individuals serve the Board as College employees.

The Board operates as a committee of the whole, although individual Board members do consult with the college president and other staff members about specific aspects of college governance

and special projects. No Board member can dictate policy individually or command allocation of college resources. The President's office remains the official conduit for Board policy. Guidelines and restrictions on Board members interacting with staff are detailed in sections 1.215 and 1.315 of the policy handbook.

The Board regularly assesses its policies to make sure it is open to input from both the public and college staff and has set up formal mechanisms, such as citizen advisory committees in section 1.205 of the policy manual, to ensure this happens. The Board encourages public input during all of its formal Board meetings.

The College Board has the sole authority to select and appoint the president, and annually evaluates the president's performance. In 2010, the Board successfully completed a presidential search to replace Dr. Greg Hamann who left his employment at the College to assume the presidency at Linn-Benton Community College in Albany, OR. The new president, Dr. Larry Galizio began his presidency at the College on July 1, 2010. A Board retreat August 12, 2010 resulted in an agreed upon performance evaluation process as well as the identification of presidential goals for Dr. Galizio's first year in his new position. The Board also annually evaluates its own performance during its summer retreat.

Campus Operational Governance

The College's administration includes President Larry Galizio, Ph.D.; Vice President of Instruction, Stephen Schoonmaker, Ed.D.; Vice President of College Services, Lindi Overton, Ph.D.; and Dean of Students, Roger Friesen, M.A. Each administrator is educationally and experientially prepared for their respective positions. Administrators, as well as College faculty and staff, are evaluated annually by their immediate supervisor (See *College Organizational Chart* in Accreditation Resources).

The President is the College's chief executive officer and has, under the Board of Education's authority, general supervision of all programs, personnel and activities of the College. The President is responsible for managing the College under the Board's policies and is accountable to the Board for that management. The President's duties and responsibilities, compensation and benefits, professional development, consulting/conflicts of interest, and presidential evaluation are all outlined in College policy (2.005, and 2.010 – 2.035).

The President organizes the governance on campus. With the hiring of President Larry Galizio in 2010, there have been some adjustments to the governance structure of the College. In Fall 2010 the President's Administrative Team (PAT) was reformulated as the **President's Cabinet**. Members of PAT that remained on the Cabinet were the two Vice Presidents (College Services and Instruction) and the College's three Deans (Student Services, Learning, and Workforce Education and Training). Added to the Cabinet were two Directors (Human Resources, and Community Advancement). The President's Cabinet plays an essential role in college governance by providing a forum for discussion of college-wide issues. The Cabinet meets bi-monthly and strives for consensus on such matters as annual budget submissions to the Board, the college calendar, the refilling of vacant positions, enrollment strategies, and equipment requests. These eight individuals also discuss day-to-day developments, review progress on the

College's strategic plan, and ensure effective two-way communication up and down the institution's organizational structure.

Sharing in governance is an important feature to the College. The college has a system of shared governance approved by the Board of Education in 1993. This system was developed to provide for input from all individuals and constituencies in decisions affecting them. Two of the key councils defined and described in policy and procedure include the President's Council and the Instructional Council.

The President's Council serves as the primary consultative body to the president. This group broadly represents the various constituencies on campus. The Council's voting membership includes appointed representatives of the administration, as well as members selected to represent full-time and part-time faculty, classified and supervisory staff, and students. Any proposed changes in policies and procedures, and major curriculum additions and revisions, pass through the President's Council – rather than the Cabinet – for reading, discussion, and either approval (for procedures) or recommendation (for policies and curriculum which are forwarded to the College's Board of Directors for final College action).

The voting membership of the **Instructional Council (IC)** includes the Dean of Learning, Director of Enrollment Services, and one representative selected by the faculty/staff from each instructional department. The IC also includes a professional librarian and an Associated Student Government representative as nonvoting members. IC recommends or establishes, as appropriate, academic policies, educational standards, curricula, and academic regulations that impact instruction and academic advising.

At the writing of this report the organizational structure of the College is being reassessed due to financial reductions caused by the current global economic crisis that has impacted all public institutions of higher education in the state of Oregon (and elsewhere). It is the College's current assessment that there are adequate administrative personnel employed to provide effective leadership and management for the College's major support and operational functions. However, concerns exist about the College's capacity to serve greater numbers of students in lieu of the recent reductions in force. The full impact of these most recent reductions will not be known for several months. To the College's benefit the President's Cabinet, President's Council, and Instructional Council work well as separate units. With frequent communication between one another, the organizational structure of the College continues to promote active collaboration amongst all employee groups and functional governance entities to foster fulfillment of the College's mission and accomplishment of the College's core theme objectives.

Oregon Coast Community College Governance

Oregon Coast Community College has an effective and widely understood system of governance with clearly define authority, roles and responsibilities. OCCC follows a structure and format shared with the other sixteen (16) community colleges in Oregon. The supporting information detailing the decision-making structures can be found in OCCC Policies, the OCCC Catalog and OCCC website. Faculty, students, staff and community members are encouraged to be involved in matters of interest through regular campus activities, events and Board meetings.

Locally governed by a seven (7) person board, OCCC has a clearly delineation between Board and CEO responsibilities outlined in Board Policy and contract with the CEO. No board members have contractual, employment or financial interest in the institution.

The OCCC Board acts only as a committee of the whole. A quorum of the Board members (four) is necessary to conduct business. No member or subcommittee of the Board acts on behalf of the Board except by formal delegation of authority by the governing board as a whole.

At its monthly public meetings, the OCCC Board of Education establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies. During these monthly meetings with themselves and the appointed chief executive officer, the Board provides feedback and direction to OCCC. Board agendas and minutes are available via OCCC's website. The OCCC Board evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner. The Board takes time at its monthly meeting to hear from each of its membership on suggestion for clarification and improvement.

The OCCC Board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board –approved policies related to the institution.

The OCCC Board also interfaces with the Oregon Department of Community Colleges and Workforce Development as well as the Oregon State Board of Education. All are cognizant of their respective roles.

OCCC monitors its compliance with the Commission's Standards for Accreditation through its relationship with its accrediting partner—Clatsop Community College.

Oregon Coast Community College Leadership and Management

OCCC has an effective system of leadership, staffed by qualified administrators with appropriate levels of responsibility and span of control appropriate for the size of the institution and the available resources. OCCC employs a chief executive officer with full-time responsibility to the institution. The qualifications of the CEO include over twenty-one (21) years of senior community college administration, teaching experience and community involvement. The CEO serves as the clerk of the OCCC Board and does not serve as chair or a voting member.

OCCC also employs fourteen (14) administrators who provide effective leadership and management for the institution's major support and operational functions. Being highly resourceful, these individuals work collaboratively across institutional functions, assisting one another to achieve institutional goals. A lack of support staff encourages leadership to involve itself directly with many different aspects of the institution's operations.

Policies and Procedures

All policies which have been adopted and approved by the Board of Directors are available to faculty and staff via the College's SharePoint/Intranet site. Clatsop Community College also adopts formal procedures. These procedures support board policy and are approved through the President's Council.

The policy and procedure section of the SharePoint site is maintained by the staff in the College's Human Resources Office. Board policy 5.005, requires that all programs of study leading to degrees and certificates must be approved by the Board of Directors and the State Board of Education before taking effect.

Academics

Academic policies are reviewed, revised, and maintained by Clatsop Community College's Instructional Council (IC). The IC is comprised of faculty representatives from each of the academic divisions, key instructional administrators, and student services staff; all members are critical stakeholders in the conveyance of academic policies to, and compliance with policies of, students. The IC functions as the College's curriculum committee. The IC also considers changes in the College's academic standards.

Before the Board reviews proposed academic programs, they are approved by the IC. Furthermore, the College complies with guidelines developed by the Oregon Department of Community Colleges and Workforce Development (OCCWD) regarding the design of academic programs. OCCWD's guidelines are outlined in the *Oregon Community College Handbook and Planning Guide* which is revised periodically and available at <http://69.30.40.54/Handbook/>.

Minutes of the College's President's Council and Instructional Council meetings are available to all staff and faculty through the College's SharePoint/Intranet site. The Instructional Council emails all employees after each meeting to provide a summary of the committee's actions and pending agenda items.

Academic policies are communicated in the student handbook, the college's policy handbook, and in the information shared with faculty during orientations. Orientations for faculty and instructional staff occur on a regular basis; for part-time faculty orientation is conducted at the beginning of every term. Full-time faculty receive orientation at the start of their employment, and are assigned a full-time faculty mentor for their first year to assist in conveying academic policies.

Library and information resources are a vital component to student success at Clatsop. Students and community members are encouraged to use the services provided by the library and all of our learning resource services. Classroom visits by the college's instructional librarian are heavily utilized, especially during the Fall term, to explain to new students how to access the many services provided by the library in support of information literacy outcomes for all of the College's students.

The College publicizes the library policies for access and use in the student handbook, college catalog, and on the learning resource center webpage at <http://lrc.clatsopcc.edu>. The Board has developed a policy, Board Policy 3.406, regarding access to electronic networks and resources. The institution has developed procedures to administer and enforce this policy.

Students today come to the College with more credits from a greater variety of college experiences than ever before. The College's credit transfer practices helps ensure that students'

learning is appropriately captured in order to minimize duplication of courses to achieve certificates and degrees. The College's credit transfer policy and practices are well established and communicated broadly in the College catalog and website.

Clatsop Community College offers the Associate's of Arts/Oregon Transfer degree (AAOT) which, through an agreement between the Oregon University System and Oregon Community Colleges, allows students who earn the degree to transfer to any OUS school having completed the lower-division general education requirements for a baccalaureate degree.

Oregon Coast Community College Academic Policies

Policies related to teaching and learning are contained in the college catalog, in the faculty handbook, and on the college website. Changes to academic policy and procedure are reviewed and approved by OCCC's Council of Curriculum and Instruction (CCI). Academic policies and procedures are reviewed with new hires in orientation.

OCCC's Library and Media Services' official written policies need to be reviewed and updated to reflect current practices regarding access and use of library and information resources, which have changed considerably with the new facilities and with the whirlwind cycle of change in technology. Current practices are reflected in day-to-day business, in handouts and guides available in the library and on the library's web site. The institution is in the pre-planning stage of reviewing and updating official policies, and Library and Media Services is a big part of the strategic planning efforts.

Acceptance of academic credit is under Clatsop Community College's guidelines and oversight. OCCC staff, primarily advising specialists have been trained in procedures, implemented by OCCC staff under the College's oversight, determine the transferability of credits from regionally accredited institutions. Students transferring to OCCC Coast meet with advising specialists to review transcripts and explain applicability to their educational plans at OCCC. The College reviews and approves all applications for graduation. OCCC staff members have access to the College's staff regarding evaluation of transcripts when the need arises. Students are informed of transfer procedures via both OCCC and the College's website, and OCCC's catalog.

Articulation agreements with four-year colleges and universities exist to facilitate students' progression to the next level of education. The Associate of Arts Oregon Transfer (AAOT) is a statewide degree that grants students junior status at Oregon's public universities. OCCC has a degree partnership program with Oregon State University that allows simultaneous enrollment at both institutions. The OCCC Nursing program (distinct from the College's own Nursing Program) has an articulation agreement with Linfield College's RN to BSN program similar to the agreement the College has with Linfield. The Aquarium Science program at OCCC has an articulation agreement in place with the Department of Fisheries and Wildlife at Oregon State University and is exploring an agreement for an applied baccalaureate with the Oregon Institute of Technology.

Academic Policies are outlined in OCCC's catalog, the faculty handbook, and on OCCC's website. The nursing department at OCCC has its own student handbook and a faculty handbook that cover policies specific to the nursing program.

Students

Students are informed about academic college policies and standards via the *Clatsop Community College Student Handbook* and the *Clatsop Community College Catalog* which are updated annually. Student Handbooks and catalogs are available free of charge in the Student Services Center; they are also distributed at New Student Orientations held in the fall. The College's Student Complaint Procedures (including misconduct, student-student disputes, and student-faculty/staff complaints), Grade Disputes, Refund Petitions, Financial Aid Disqualification, and Discrimination and Sexual Harassment can all be found in the College Catalog included with this report.

Supported by the College's mission statement, Clatsop Community College maintains an open admission policy with equal education access and opportunity for all. When students arrive on campus and apply for admission, the process does not include any steps to determine academic eligibility, but rather an eligibility to benefit for financial aid purposes as mandated by the U.S. Department of Education. The College also maintains provisions to deal with minimum age requirements for admissions. Admission policies including the appeals process and readmission policy are stated in the Student Handbook.

The current Student Handbook discusses placement:

“The staff will guide all prospective students through workshops, orientations and scheduling of assessment/placement evaluations.”

“College Preparation classes are available if a student has received COMPASS placement recommendations indicating a need for additional preparation before registering for college-level course work. The Testing Center administers a variety of tests, including college placement (COMPASS) and GED.”

Student organizations which contribute to the learning environment will be facilitated in reasonable ways by College staff and through the use of College resources. Such organizations will abide by the law, College's policies and procedures. This policy applies to on-campus organizations. It is not intended to restrict the organization of students into groups which function apart from College programs or the College premises. Voluntary student-organized clubs not directly related to the instructional program may meet on the College premises subject to the procedures developed for this purpose.

All policies which have been adopted and approved by the Board of Directors are available to faculty and staff via the College's SharePoint/Intranet site. Clatsop Community College also adopts formal procedures. These procedures support board policy and are approved through the President's Council.

The policy and procedure section of the SharePoint site is maintained by the staff in the College's Human Resources Office. Board policy 5.005, requires that all programs of study leading to degrees and certificates must be approved by the Board of Directors and the State Board of Education before taking effect.

Oregon Coast Community College Student Policies

Students attending at OCCC are informed about policies and procedures regarding students' rights and responsibilities via OCCC's catalog and website. Catalogs are available free of charge from Student Services and are distributed at advising sessions at the beginning of each term. Students may also receive this information directly by inquiring at Student Services.

OCCC maintains an open admission policy. The admission process begins with ASSET placement testing to ensure students enrolling in credit courses have a reasonable opportunity for success by being placed into courses appropriate for their knowledge and ability. In the near future OCCC will convert to using the COMPASS for placement testing thus matching the placement testing services provided at the College's campuses in Astoria and Seaside.

Academic advising is required for students at OCCC, and the placement scores the student's receive are adhered to in developing their educational plan. OCCC's two limited entry programs, Nursing and Aquarium Science, have additional admission requirements. Admission to these programs is competitive and based on point systems. Successful completion of program prerequisites is verified during the admission process. The admission policies are approved by the programs' advisory boards. Additional admission criteria are also utilized for underage students and high school students participating in Expanded Options, a program made possible by SB 300/ORS Chapter 340, Expanded Options, enacted by the Oregon legislature in 2005.

Continuation and termination for degree and certificate programs is strongly tied to financial aid policies with joint oversight from appropriate OCCC and the College's Student Services administrators and staff. OCCC's limited entry programs have additional policies and procedures regarding program continuation and termination. Policies and procedures related to admission and termination are found in OCCC's catalog and website.

Students attending at OCCC are provided opportunities for participation in clubs and co-curricular activities. Advisors are assigned to each organization, and activities are reviewed and approved through established procedures.

Institutional Integrity

Clatsop Community College Board Policies 1.320 and 4.910 prohibit College Board Members and College staff members from using their college positions for outside financial gain. College Board members and staff are subject to Oregon Revised Statute 244.320 which outlines actions to be taken by public officials when conflicts of interest occur.

The College's collective bargaining agreements with the Faculty Association and Part-time Faculty Association clearly outline policies which govern ownership, control, and production of intellectual products.

Policies regarding students' rights and responsibilities are approved by the College Board and are available for review on the College's website. Students are notified of the location of those policies in the student handbook. In addition, policies related to the student code of conduct, discipline, appeals and complaints are available on the College's website. Student complaints

and student discipline issues are resolved through the Dean of Student Services office following established policies found in the student handbook.

<http://www.clatsopcc.edu/student-resources/student-issues-and-handbook>
http://www.clatsopcc.edu/sites/default/files/file/student_handbook.pdf
<http://www.clatsopcc.edu/student-resources/student-issues-and-handbook>

Section 3.150 of the College's policies stipulates that the College Board acts as the contract review board.

Oregon Coast Community College Institutional Integrity Policies

Nearly all of the academic programs and services OCCC offers to students through the College's curriculum are represented on pages of OCCC's website. OCCC recently developed a new website giving editing privileges to those responsible for keeping current the various areas of college information. Editors have been instructed to regularly review information and make changes in a timely fashion, including access to OCCC's publications and newsletters.

Information and applications for the Aquarium Science and Nursing Programs offered by OCCC are reviewed and approved annually by their respective faculty and advisory committees. The Nursing Student Handbook is revised annually. Program brochures are revised as major changes in the curriculum occur.

OCCC advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution. The practice and expectation of ethical standards are incumbent upon all who are employed at OCCC, as well as those who serve on its various Boards. OCCC sets standards that are student- and community-centered. Policies and directives involving equal opportunity, assurance of a harassment-free environment; non-discrimination, and reasonable accommodation are made public, discussed, and complied with. OCCC ensures complaints and grievances are addressed in a fair and timely manner. OCCC's collective bargaining agreement with the Faculty Association outlines policies which govern ownership, control and production of intellectual products.

OCCC Board members and staff are subject to Oregon Revised Statute 244.320 which outlines actions to be taken by public officials when conflicts of interest occur. OCCC Board Policies stipulate that the Oregon Coast Community College Board is the Contract Review Board.

OCCC's status with regard to accreditation status and actions are clearly stated in OCCC's catalog and website (www.oregoncoastcc.org/html/accreditation.html).

Academic Freedom

The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of

knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Individuals with teaching responsibilities present scholarship fairly, accurately, and with scientific and academic rigor. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Academic Freedom remains the cornerstone of the teaching and learning inquiry that is affirmed in the college classrooms. It is communicated in both the full-time and part-time faculty collective bargaining agreements. Demonstrations of this freedom occur regularly with the offerings through the College's Arts and Ideas series, displays of both faculty and student work in the College's Art Gallery, the annual literary magazine on campus entitled *Rain*, and through the daily activities of faculty instruction in the classroom. Some of the classroom examples of academic freedom include the use of innovative teaching techniques like the Clothesline Project; use of technology like student engagement clickers, online supplemental projects, real life application of concepts with community partners (e.g., local businesses helped in marketing classes and non-profits assisted in technical writing courses, etc.); faculty-led instructional redesign of developmental math delivery to accelerate student success and achievement; and creation and implementation by faculty of capstone courses in several programs such as Accounting, Welding, and CADD.

Through the College's governance, there is open expression of opinion through the President's Council, monthly instructional division meetings, and a shared governance framework that embraces the collaborative work involved in creating, adopting, and reviewing the College's curriculum and programs.

One such example of this open expression occurred in 2008 when concerns surfaced about morale and overall dissatisfaction issues on campus. Then College President Greg Hamann formed a group that became known as the Core Values Team (CVT). The CVT investigated issues on campus around free expression of differing ideas and made several recommendations to President Hamann on improvements for the campus community in improving relationships between administration, faculty, and staff. Many of those recommendations were implemented by the College's President's Administrative Team (PAT). By January 2010 key personnel changes in integral campus positions alleviated some of the original concerns which spawned the creation of the CVT, and the CVT subsequently reduced its meeting frequency by the end of that academic year. The CVT is currently considered by the College's administration as being in a period of hiatus; the College's new president, Dr. Larry Galizio, has left the decision for CVT to continue with its membership and has not received any official word that it has been disbanded. Recent budgetary cutbacks and an additional 13 layoffs of classified, administrative, and faculty positions have resulted in another decline in campus morale. It is anticipated that in the ensuing months the College's climate of open expression of opinion will lead to a response to this current situation; perhaps through the resurgence of the CVT, or another path will be taken toward

continuous quality improvement of the campus climate as a productive work environment for employees and effective learning environment for students.

Oregon Coast Community College Academic Freedom Policies and Procedures

The OCCC's Board policies, student policies and the collective bargaining agreement with the Faculty Association provide for the promotion and protection of academic freedom in the learning and teaching. Instructors present their scholarship fairly, accurately, and objectively. Academic integrity are supported in the collective bargaining agreement and in OCCC policies. Issues of academic integrity, if they arise, are investigated and addressed appropriately.

OCCC, through the publication of an annual literary journal titled *Waves* supports independent thought and the dissemination of knowledge. An annual event celebrates the articles and works of art in the publication and affirms the freedom of faculty, staff, administrators, and students to share their creative scholarship with others.

Human Resources

Clatsop Community College strives to match applicants to positions for which they qualify. Our General Personnel Policy 4.010 states: *The quality of the professional and support staff is of primary importance in achieving the College's educational objectives. In filling any full-time and standard part-time non-staff employee position, the College will seek out and appoint the best qualified person available for the position.*

As part of our recruitment process and according to Personnel Policy 4.010, *notice of all regular job openings will be available to current staff members. Vacant positions may also be advertised through professional and institutional placement agencies, appropriate employment agencies and general and specialized media.* All application processes include an accurate up to date job description which includes clearly defined essential functions and duties, responsibilities and authority of the position. Our application process is online and is very user friendly in regards to applicants being able to see the job description and other information about the position.

As part of each recruitment, a selection committee is made up from our Campus community that is tasked with selecting the best candidate for the position. Personnel Procedure 4.101P outlines the make-up and the duties of the committee, which includes not only review and evaluating the application materials, but also helping to develop the interview questions as well.

Clatsop Community College has a performance evaluation procedure, 4.405P that describes not only the importance of evaluations, but also outlines the standardized method for conducting them. Employees are evaluated at 6 months and annually thereafter. For Classified staff, there are evaluations at 2 months and at 4 months as well, as described in their collective bargaining agreement. The purpose of the evaluation provides both the employee and supervisor a means of taking advantage of every opportunity for a full discussion of the employee's progress with regards to work duties and responsibilities.

Clatsop Community College recognizes the importance of professional development. From policy 4.820 regarding development of Staff/Non-Faculty: *It is the policy of Clatsop Community College to encourage and facilitate professional development on the part of employees. It is*

assumed, however, that the desire for self-improvement is inherent among employees and that increased competency is the professional obligation of each member of the staff, independent of expense reimbursement or considerations on the part of the College. Professional development shall consist of relevant educational activities, both formal and informal, as well as self-directed enhancement of professional techniques and aids and other activities consistent with improvement of professional competencies. The President is charged with development of appropriate procedures to implement this policy. There are two ways that this works. The first is Group Development: Group Development: The College will conduct annual in-service workshops for all staff which include, but are not limited to, educational activities that will provide continuous institutional improvement and the second is Individual Development: Individual Development: The College makes a commitment to assisting in annual identification and implementation of an individual development plan in the annual performance Appraisal and Evaluation process.

For Faculty development from the Collective Bargaining Agreement: *The College shall provide an amount equivalent to Step 3 of the current salary schedule based on 174 days for employees to be used for a wide range of faculty development activities that are of value to the employee and the College.*

In both cases of Staff/Non-Faculty and Faculty, a committee is made up to determine how best to allocate funds in an even manner for the benefit of the most possible.

Faculty Qualifications

The College's policy (5.035: *Institutional Standards for Instructor Qualifications*) on instructor minimum qualifications applies to all faculty, FT and PT, and vary appropriately for the types of instruction the college provides. For example, the generally accepted minimum of a Master's degree is sought for all and required for those instructing courses intended for transfer to senior institutions and for Career technical courses, technical competence is required.

Although the annually contracted instructors are fewer in number, they do provide most of the instruction at the college. In 2008-2009, 63.5% of instruction (student FTE) was provided by annually contracted faculty (36.5% by those teaching part time). This relatively high proportion of annually contracted faculty provides ongoing integrity and continuity in the curriculum and in implementing instructional policy. Annually contracted instructors are well represented among those teaching in the evening, at off-campus locations, and online.

Curricular Governance

The Clatsop Community College Instructional Council is responsible for the approval of the credit curriculum designed by the faculty. This committee must approve all new curriculum and major revisions to curriculum prior to implementation. It comprises college representatives meeting at least bimonthly during the nine-month academic year to review curriculum proposals and make recommendations to the Vice President of Instruction. The Instructional Council shall be representative of the college instructional staff. The Council has the authority to review and implement curricular and program modifications, and to make recommendations to the Vice President of Instruction regarding instructional Board policies and procedures. Faculty representatives to the council have five of the nine votes on the council.

The negotiated workload for a full time annually contracted instructor is 15 lecture hours per week per term. For those teaching in a lab or lecture/lab format, the workload is 20 contact hours per week per term. Combination assignments are calculated using equivalent Workload Formula Points (WFPs). This workload is similar to those at other community colleges in Oregon. Such a focus on teaching as the major determinant of workload is consistent with the purpose of the college: it is a teaching institution, with only marginal research, service or artistic expectations. An instructor's contract also specifies duty days during the academic year, student advising caps, and office hour expectations.

Faculty Evaluation

Clatsop Community College's faculty evaluation process uses information from at least four sources, as follows:

- Observation by a peer committee of two.
- Confidential statistical student evaluations
- Direct supervisor observation, including review of instructional materials
- A reflective self evaluation report by the instructor being evaluated

The process uses report forms that (except for student evaluation) focus on five major criteria, which are weighted by the instructor and the supervisor early in the cycle, as follows:

- Teaching
 - Classroom/lab delivery
 - Instructional design
 - Course expertise
 - Course management
- Advising
- College Service
- Professional Development
- Curriculum/Program Review and Development

The schedule, techniques and methods to be used are set by the college by written prior notice to the faculty. The schedule for evaluation is annually for instructors during their probation (at least three years), then every five years. Between evaluations, nothing precludes the supervisor from informally meeting, counseling and consulting with an instructor in confidence. However, any matter leading to reprimand, discipline or reduction in compensation must be pursued with just cause.

General Human Resources Policies and Procedures

The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

College employees are governed by one of four documents. Full-time faculty, part-time faculty and full-time classified employees each have their own separate, distinct bargaining unit agreements. The agreements state the management of the College is vested exclusively with the College subject to the terms of the agreements. Any matters not specifically covered by the

language in the agreements are dealt with in accordance with policies and procedures that the College determines. Non-represented employees are governed by college policies and procedures. All College policies, procedures and contracts are made available to all employees for viewing on the College's intranet.

College policies and procedures are reviewed and revised on an as needed basis. As part of the shared governance structure of the College any employee can make a request for a review of a policy or procedure by submitting a recommended change to President's Council. At President's Council, representatives are responsible for disseminating proposed changes to those they represent and providing feedback from their constituent group. When a policy is approved at President's Council, it moves forward to the Board of Directors for its approval along with information regarding the discussion at President's Council. Procedures become effective upon approval by President's Council.

Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

The Human Resources Director meets with all new employees to review employment agreements when they are hired. She also provides a copy of the employee handbook and informs them where the information is available on the College's intranet.

The institution ensures the security and appropriate confidentiality of human resources records. The security and confidentiality of employee records is of utmost importance. Physical records are kept in locked rooms with limited access. Retention of records occurs as required by law. Human Resource employees' user codes and passwords are kept secured as well.

Oregon Coast Community College Human Resources

With the challenge of ever-shrinking funding sources, OCCC has struggled with maintaining an adequate number of support staff in order to not compromise the delivery of curricula and the overall service to students. Some support staff positions within the organization have gone unfilled over the past four years to ensure that direct instruction is adequately funded. Administrative and instructional support functions, important to many aspects of college operations, have been assumed by managers and directors.

Supervisors of classified staff are required to formally evaluate new employees during a three-month trial service period which is completed from the date of hire. Thereafter, supervisors of classified staff are expected to evaluate formally classified staff annually. A copy of an employee's position job description is enclosed in an evaluation packet so that supervisors can review and notify Human Resources when changes need to be made to a position job description. In addition, administrators are provided evaluation in regard to their work duties and performance.

OCCC continues to seek and provide staff and faculty with opportunities and support for professional growth and development. Several support staff employees are currently taking college courses towards degrees. OCCC has supported faculty and staff in their pursuit of

bachelor's and master's degrees. OCCC does offer benefits in the forms of *tuition waiver* and *tuition reimbursement* to faculty and staff. Participation in training courses, continuing education classes, in-services, and general state-wide meetings with colleagues is encouraged, and in many cases, required. Regular conferencing with stakeholders and disciplinary professionals in the local community is integral and necessary in order to explore, educate, and enlighten OCCC's staff and faculty about community needs and ensure real-world application of students' learned skills.

OCCC has been effective in its recruitment and employment of qualified faculty. This was especially exemplified during the processes of establishing and staffing its two key career and technical education programs, the Aquarium Science and Nursing Programs. OCCC can attest to an overall recruitment process that strives to employ faculty who not only possess the necessary academic backgrounds and experience, but can also communicate and demonstrate a student-centered approach to teaching when interviewed by a committee. Likewise, the College does vet the qualifications and appropriateness of the hiring process as well. OCCC takes the interview process very seriously which helps maintain the confidence the College has that proper steps are always being taken to hire the best and most qualified faculty. Their process is deliberate, replete with documentation, exploration, and detail. OCCC seeks to employ full-time faculty who are interested in providing leadership to part-time instructors.

OCCC periodically reviews instructional staffing to ensure that an adequate number of qualified instructors are employed for assignment to courses that support the programs offered. Approximately 40% of course enrollment is taught by full-time faculty. The number of full-time instructors has increased from two in 1992 to ten in 2011. Instructors teaching transfer courses possess a minimum of master's degree in the discipline, or its equivalent of a master's degree in a related area with requisite graduate level course work. About 20% of OCCC instructors hold doctoral degrees.

OCCC has incorporated the use of resources and tools that assist with the process of determining and assuring that the responsibilities and workloads of its faculty are commensurate with the institution's expectations for teaching, service, scholarship, research and/or artistic creation. Instructor workloads are monitored each term to ensure fairness of work and compensation for full-time and part-time instructors. Full-time and part-time faculty workload is outlined in OCCC's collective bargaining agreement.

Faculty performance is evaluated under the terms of OCCC's collective bargaining agreement with AFT (American Federation of Teachers) – Oregon Coast United Employees, Local 6020. Full-time continuous instructors are evaluated every three years on a staggered cycle, with full-time probationary faculty evaluated annually. A variety of evaluation components are used, developed jointly by the faculty and supervisor, including student, peer, self and administrative evaluations. Professional development plans are part of the evaluative process. A strength of staff development at OCCC is that faculty are afforded the opportunity to identify their own development needs. OCCC encourages continuing education and professional growth although college funding is limited for tuition assistance and off-campus development activities.

Part-time faculty members are monitored through on-site classroom visits by instructional administrators. Instructional materials are reviewed. Course syllabi from virtually every credit course are collected each term, compiled by OCCC's Dean of Instruction. In-class student questionnaires also provide feedback. An instructional administrator observes all faculty at least once every three years. Faculty members receive written narratives of classroom observations and compiled results of student evaluations. Plans are underway to streamline the compilation of student questionnaire comments in the evaluation process through the use of secure electronic surveys.

General Human Resources Policies and Procedures at OCCC

OCCC has two personnel handbooks, one for classified staff and one for faculty. OCCC consults with its labor attorney to clarify the applicability of recent legal findings and decisions to ensure its policies and procedures are current and compliant with state and federal directives and laws.

OCCC utilizes several communication tools to apprise employees when various types of personnel actions affect their appointments and employment status. The personnel handbooks inform employees of policies and procedures. An in-house form, the Personnel Action Form (PAF) is used to document and inform classified staff when a personnel action affects some aspect of their position status. Faculty are informed of their quarterly teaching assignments, including any revisions, via a Confirmation of Teaching Assignment (CTA), an in-house form that communicates teaching assignment details, compensation, and revisions, thereof.

OCCC ensures the security and appropriate confidentiality of human resources records by the use of secured, locked facilities such as file cabinets and dedicated storage space. Confidential information is shared only with relevant, responsible parties when a situation warrants.

Education Resources

Student Learning Outcomes

The College's instructional division views three levels of learning outcomes with which it is focused on identifying, assessing, analyzing, synthesizing, and continuously improving. These levels are:

- Course level outcomes
- Program level outcomes
- Institutional level outcomes

Course Level Outcomes

Course level outcomes are identified in the course outlines prepared by faculty responsible for teaching the subject matter contained in the course. Any outline for a new course is then reviewed and approved by the College's Instructional Council, a representative group of instruction and student services faculty and staff. Revisions to existing course outlines are reviewed by instructional divisions and leadership and only reviewed by the Instructional Council when significant changes are proposed that is considered a potential alteration of the ultimate course objectives for the course.

Program Level Outcomes

A major undertaking was begun in Spring 2005 to develop program level outcomes at Clatsop Community College. Each program’s outcomes were written by the program faculty in consultation with program advisory committees, community experts, and college consultants. The outcomes were then located in curriculum maps for each program. This process was also informed by the professional preparation of the faculty, external standards and licensing examinations. As a result of these efforts, the College’s ability to articulate program goals to students, and measure program effectiveness as an institution were greatly enhanced.

Once Institutional Student Learning Outcomes (ISLOs) were developed (see description below), all current programs, and new programs developed since that time have created “crosswalks” of outcomes to ensure that program outcomes and ISLOs sufficiently overlap in the courses students take for each program that both the students have full opportunity to attain the outcomes, and the College has appropriate opportunity to assess student learning of both program outcomes and ILSOs.

Institutional Student Learning Outcomes (ISLOs)

The ILSOs adopted as part of the college mission were derived from a complete set of program outcomes written in the spring of 2005. The College Assessment Team (CAT) took the results of the program level outcome development and refinement explained above, and reviewed the complete set of program outcomes and identified those that were common to most programs. These seven common outcomes were consolidated into common language. CAT then determined that one important intended outcome was missing from the list, and added “understand and appreciate diversity” to the list. This list was vetted by the college staff, faculty, administration, and the governing Board, which adopted the eight as part of the college mission.

Since the mission of the college requires that students graduate both from the duly approved and reviewed instructional programs in recognized field of study approved by the state of Oregon and having mastered the eight ISLOs. The Board recognizes that the entire college experience contributes to attainment of these outcomes, so that assessment of the student learning can occur outside of the courses of study offered by the college._

Student demonstration of ISLOs, designed as they are to be attained through the total college experience, have proven to be challenging to assess. The ISLOs are not crafted in operational terms, so the CAT has expended considerable effort to find operational means for documenting the state I of student attainment of the ISLOs. The Team has settled on measurements of samples that represent the broad concepts of the ISLOs in specific representative ways.

The following table summarizes the means by which the CAT is currently collecting evidence for the eight ILSOs:

ILSO	Methodology	Last Iteration
Communicate effectively through writing, speaking, and imagery	Since, by college instructional policy, all students receiving certificates from the college must complete WR121, English Composition, the CAT will use the results of the writing assessments conducted by the writing faculty using a common rubric. Since 2006 that assessment has become more robust.	2006-now

Solve problems with current and emerging discipline-appropriate technology	The source data for discipline-appropriate technology is in the disciplines, the institutional level assessment will be a meta-study of those findings at the program level that pertain, conducted annually.	Baseline 2010-11
Act with integrity	Integrity is difficult to assess directly; its manifestations are manifold. The CAT has selected to use student evidence of integrity in using the intellectual property of others in research projects. The college collected a sample of 35 research papers to be scored for proper attribution using a CAT developed rubric. Long term, the college will collect research artifacts from a student portfolio system, scoring them in longitudinally valid way.	Baseline 2010-11
Understand and appreciate diversity	The CAT has selected student understanding of the concept of oppression as a proxy	2008-now
Work competently through knowledge of content, mastery of skills, and effective work habits	The source data for knowledge, skill mastery, and work habits is best derived from the relevant findings of program level assessment . The institutional level assessment will be a meta-study of those findings.	Baseline 2010-11
Work effectively individually, collaboratively, and as a leader	The CAT has determined to gather evidence of student ability to work individually and collaboratively from supervisor reports from Cooperative Work Experience (CWE) placements, from clinical internships, and practicums. The findings from inspection of these artifacts will be scored using a semantically anchored scale.	Baseline 2010-11
Solve problems through critical and creative thinking	The CAT has selected to assess evidence of student critical thinking in a sample of 35 research papers to be scored using a rubric developed by a workgroup that piloted a critical thinking assessment in 2009. Long term, the college will collect research artifacts from a student portfolio system, scoring them in longitudinally valid way.	Pilot study 2009 resulted in a revised rubric. Baseline 2010-11
Demonstrate the skills and tools needed for life-long learning	The college is re-activating a 6 month graduate follow-up survey to determine whether students are continuing school as well as finding employment. Findings pertaining to continuing study, formal or informal, from these contacts will be the evidence from which the CAT infers student capacity for life-long learning.	Pilot survey early2011

The adoption of the ISLOs as part of the college mission represents the overall expectation that those eight indicators summarize the necessary characteristics of one who has developed the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.

Academic Programs

Clatsop Community College offers 16 degrees, 11 one-year certificates, 2 less-than-one-year certificates, and 5 career pathway certificates. The following chart outlines these programs, including operational definitions for each of the programmatic categories*:

Degrees		Certificates		
90+ quarter credits, either for transfer or workforce preparation		1-year (45 qtr cr)	< 1-yr (<45 qtr cr)	Career Pathway (12-24 qtr cr job skills)
AA-Oregon Transfer	AAS-Automotive	Automotive Tech	Truck Driving, Prof	Automotive Tech
AS-OT (Business)	AAS-Bus: Bus Mgt	Business: Retail Mgt	Business: Retail Mgt	Business: Retail Mgt
AAS-Construction	AAS-Sustnable Enrgy	Sustainable Energy		Sustainable Energy
AAS-Electrician	AAS-Mrtme Vssl Ops	Maritime: Seamanship		Maritime: Seamanship
AAS-Industrial Mech	AAS-Fire Science	Medical Assistant		Medical Assistant
AAS-Bus: Accnting	AAS-Criminal Justice	CADD		
AGS	AAS-Bus: Admn Offc	Business: Gen Offc		
	AAS-Nursing	Practical Nursing		
	AAS-Historic Prsrvtn	Historic Preservation		
		Early Childhood Ed.		
		Welding, AWS Entry		

* *Oregon Transfer Module (OTM)* – In addition to these degrees and certificates, the College offers the OTM which represents approximately half (45 credits) of an associate degree or the first year of a baccalaureate degree. Although students do not earn a degree or certificate, any student successfully completing an OTM is able to seamlessly transfer their first year of general education requirements to any Oregon community college, Oregon University System institution or participating Oregon independent college or university. In addition, a student can transfer the courses in the OTM to any accredited institution of higher education.

Adoption of New Academic Programs

Prior to the initial adoption of each of the degree and certificate programs the College offers, the faculty involved in offering the program accomplishes several steps.

1. Identify intended program learning outcomes
2. Map the curricular journey through identification of the curriculum
3. Create capstone (if determined)
4. Create key assessment points for students through the program at the course, program, and institutional effectiveness levels
5. Establish crosswalk between intended program learning outcomes and institutional student learning outcomes to ensure comprehensiveness of program
6. Define and develop essential content, ensure suitable rigor at the developmental (less than 100-level), introductory (100-level), and intermediate/specialty (200-level) levels of the proposed courses demonstrating proper knowledge and skill progression towards program attainment
7. For each proposed course, a course outline is prepared which includes intended course learning outcomes, student expectations, a flow of information delivery, and listing of required and recommended course materials and activities*

* Once an outline is approved and a course is offered, the faculty teaching the specific class session develops and distributes to students a syllabus which includes the intended course learning outcomes and other faculty-student expectations, obligations, and performance measures for the course.

An integral part of all programs offered by the College is the use of advisory committees. When a new program is being considered, the advisory committee with oversight of that academic discipline or business and industry workforce area provides input into the necessary outcomes for students continuing their education in the discipline or entering the workforce with a certificate or degree in that particular field of study. If no advisory committee exists, then a new advisory committee is created. Program proposals are not moved forward through the College's curricular processes until the advisory committee considers and recommends the program.

The proposed program is then submitted for collegial and administrative review through the College's Instructional Council (IC). The IC is comprised of faculty from all instructional departmental areas within the College (Arts and Letters, Business, Mathematics, MERTS [representing Automotive, CADD, Fire Science, Historic Preservation and Restoration, Maritime, and Welding], Nursing and Allied Health, Sciences, and Social Sciences), instructional and student services administrative leadership, and learning resource services which includes the College's library and information resources.

Included in the vetting of a proposed program is a review to ensure college, state, and accreditation guidelines for academic programs have been followed. Review of course and program learning objectives, alignment with institutional student learning outcomes, consideration of academic rigor and course numbering to reflect coursework intentionality, and a synthesized analysis of the entire program is conducted prior to recommending program

approval. The College also prepares new program information based on statewide procedures established by the Department of Community Colleges and Workforce Development (CCWD), including the notification of other institutions of higher education in the state for comment on adverse impact. These steps are taken at this juncture of the approval process at Clatsop Community College in order to minimize delays for new program adoption once the remainder of the College's internal process is completed.

After the IC has placed its recommendation on a program, it is forwarded to the Vice President of Instruction (VPI) for consideration. The VPI serves as the chief academic officer for the institution. Once the VPI had reviewed the program, it is taken by the VPI to the President's Council (PC) for review. While the PC often takes the recommendation of the IC and VPI, questions and clarifications regularly surface from the PC that result in additional revision and refinement of the proposal.

The final College step for new programs is for the PC to forward their recommendation to the Board of Education for adoption. If the Board approves the new program it is sent to the CCWD at the state level for their information and approval, and the Northwest Commission is informed of the new program as well.

Course and Program Revisions

A similar process is followed when an academic program considers course and/or program changes with consideration of the same learning outcome quality assurances, and both an analysis of the curriculum involved in the specific revisions and a synthesis of how these changes impact the entirety of the program in question. However, the process is somewhat truncated, limiting the involvement to the faculty, advisory committee, instructional council, the chief academic officer, and notification of the CCWD at the state level.

Program Review

The College has completed a cycle of program review, and initiated a revision of the program review process in Spring 2009. The revisions were completed in Fall 2010 and are being implemented Winter 2011. While some of the measures involved in assessing program effectiveness have changed, the foundation laid with the initial program review cycle of 2005-2008 has remained substantially intact.

Each program is reviewed on a three-year cycle. Data from the faculty, students, and advisory committee are collected and assessed in the following major areas:

- a SWOT-type analysis of the program, with a synthesis of the major strengths, weaknesses, accomplishments, and goals
- a plan of improvement for the program concerning curriculum, student involvement, instructional support, budget/resources, and community linkages

Added in the second iteration of the review process were performance thresholds of effectiveness measures that inform the faculty and instructional leadership of areas to address through the review process. These thresholds include:

- Level I: average class size, declared majors, graduation rates, employment or transfer rates, retention and persistence rates, personnel, expenses, and revenues. Programs that trigger thresholds in level I may be recommended to a level II review
- Level II: additional thresholds beyond level I include job availability, starting salary information, uniqueness of program, industry support, number and level of articulation agreements, FTE generation trends, more detailed expenses and revenues data with trends, assessment of effectiveness assessment, accreditation concerns, and development of a detailed corrective action plan

Level I thresholds are assessed annually on all programs; those programs that trigger a Level I threshold will be reviewed regardless of the sequence of program review in the three-year cycle. This revised process will enable for more prompt response and intervention when a program experiences a decline.

Publishing of Academic Programs, Learning Outcomes, Curricular Detail

The College publishes annually a college catalog that details the College's admission requirements as well as the 16 degrees, 11 one-year certificates, 2 less-than-one-year certificates, and 5 career pathway certificates offered by the College. In the information published, the College also provides details about each program. Major degrees include a general description of the purposes for earning this degree, the intended learning outcomes for that degree, the major guidelines for requirements of the degree, and institutional requirements for the degree. For professional-technical certificates and degrees that are more specific in nature, the catalog details a general description for the purposes of earning the certificate or degree, the intended learning outcomes of the program, a description of the type of job the certificate or degree prepares a graduate, the employment opportunities, potential earnings, and any entrance requirements that exist for the program. The College also provides in the catalog a map of the courses in the certificate and degree that helps student prepare an academic plan to enroll and completed these certificates and degrees. Institutional student learning outcomes are printed in the catalog as well. Since career pathways are comprised of components of existing certificates and degrees, these pathways are explained within the appropriate certificate and/or degrees. Career pathway maps are also mapped for students.

All of the information in the College's catalog is also available through the College's website. The College established a new website in the Fall 2010 and some sections of the website are still being more fully developed. For example, the catalog is available as a pdf file on the website. While this does make the information available, it is not user-friendly for the purposes of true exploration; this is an item that is being addressed by College staff and faculty even as this report is being prepared. However, it is likely that the website will remain in continuous improvement at least through Summer 2011 when time can be devoted to a fuller development of the website's capacity and provision of information to its visitors.

It is the expectation of all full-time and adjunct faculty at the College to prepare and distribute a course syllabus for each class offered by the College for credit. These syllabi are collected each term by the Office of Instruction and posted on the College's Intranet to help support the work of faculty advisors and student services staff in support of students as they progress through their enrollment in classes.

Oregon Coast Community College Education Resources

Under the College's authority OCCC offers 5 degrees and 4 certificates outlined below:

Degrees	Certificates
90+ quarter credits	
Associate of Arts Oregon Transfer (AAOT)	Aquarium Science (51 quarter credits)
Associate of General Studies (AGS)	Employment Skills Training (12 to 44 quarter credits)
Associate of Science Oregon Transfer (ASOT) – Business	Practical Nursing (53 quarter credits)
Associate of Applied Science (AAS) – Aquarium Science	Retail Management (34 quarter credits)
Associate of Applied Science (AAS) – Nursing	

OCCC also offers the Oregon Transfer Module (OTM), the first year of general education transfer courses, for students who desire to transfer to Oregon University System without an associate degree.

Degree programs are designed in a manner that allows students to build their knowledge and skill sets as they progress through the program. Initial coursework is of a more general nature. However, as students progress through programs, their breadth and depth of their knowledge expands. Learner outcomes are included in all course outlines and syllabi. Degree requirements are clearly outlined in the college catalog and in program handbooks. Course syllabi clearly outline the course expectations and student evaluation measures. Policies on academic achievement and program progression are in place. All syllabi contain student learning outcomes. Syllabi are reviewed periodically by instructional managers and are posted on college intranet site for access by instructors and instructional support staff.

Faculty members are responsible for reviewing and updating program design. As needed, faculty members revise course outlines, and introduce changes to program requirements. These course revisions and program changes are then reviewed by OCCC's Council for Curriculum and Instruction (CCI) before being forwarded to the College's Instructional Council (IC) for additional discussion and final approval. New programs are developed with faculty and staff input and are approved first by OCCC's CCI and then approved by the College's IC. All programs are consistent with the College's mission and have clearly identified student learning outcomes.

Admission and degree requirements for Career and Technical Education (CTE) programs are clearly outlined in the college catalog, the college webpage, the program respective applications, and program brochures. CTE programs at OCCC have clearly identified student outcomes, which are regularly reviewed and updated by faculty and the program advisory committees. CTE programs conduct on-going program review in conjunction with industry advisory committees. Surveys of employers who hire graduates who attended OCCC from the Career and Technical Education Programs provide additional insight and assistance in designing the content and rigor of these programs.

OCCC publishes and regularly updates program courses and learner outcomes in its catalog, program brochures, curriculum maps, advising guides, and career pathways roadmaps which are reviewed by advisory committees.

General education components of all degrees offered to students attending at OCCC are aligned with the College. The General Education components of transfer degrees have identifiable and assessable learning outcomes. These outcomes are clearly stated in OCCC's catalog.

Related instruction is specifically cited in OCCC's catalog and website. Designated related instruction supports and enhances Associate of Applied Science degrees and certificates. The catalog outlines specific related instruction requirements for each degree and certificate.

Student Achievement

The College has adopted a letter-grade procedure to document student achievement, including standardized learning outcome expectations. The full procedure is included in the Appendix (See Appendix A: Clatsop Community College Grading Procedure).

Faculty

For several years the College has employed 39 full-time faculty, but recently added one full-time faculty to bring that number to 40. Being a small campus, many of the instructional departments are the responsibility of a single faculty member. This limits faculty intellectual stimulation and ongoing development. However, faculty at the College are organized amongst similar fields of study to experience collegial camaraderie. Due to instructional leadership decisions about course offerings starting in Fall 2011, one full-time faculty member will not be returning next year, reducing the number of faculty back down to 39.

In addition, the College has worked collaboratively with the faculty to provide a faculty development fund as a benefit for full-time faculty. Faculty actively use this fund (equated at the mid-step salary of one full-time faculty position, or approximately \$55,000 for faculty development, and an additional \$18,000 to pay faculty a flat rate of \$75 per day for learning that occurs on non-contract days) to further their academic credentials, travel to professional conferences for focused learning and professional networking, and to share effective teaching and learning techniques with colleagues. When a faculty member completes a faculty development activity s/he shares her/his experiences with the other faculty, as well as instructional leadership, through a faculty development report. Additionally, faculty have begun to be invited to share their experiences at monthly instructional division meetings.

Recent budgetary shortfalls has resulted in the faculty association and the College agreeing to a one year reduction of the faculty development funds (by 50%) and a one-year suspension of learning day compensation for the 2011-2012 academic year. The cost savings from this agreement enabled the College to retain one full-time faculty position that would have otherwise been eliminated due to the budgetary deficit.

The College has a long-standing commitment to the use of full-time faculty to teach the courses offered in its programs. The present percentage of full-time faculty to adjunct faculty teaching the College's curriculum is 70% full-time to 30% adjunct. As the economy declines, and resources are becoming scarcer, the costs associated with this predominance of full-time faculty teaching the College's curriculum become increasingly burdensome. Despite these challenges, Clatsop has the highest proportion of full-time faculty teaching than any other community college in the state of Oregon.

Both full-time and adjunct faculty are responsible for selecting textbooks and course materials for the classes they teach. In the few departments where there are more than one faculty teaching a particular course, faculty are encouraged to collaborate on textbook adoption to minimize confusion for students about differing course materials for different sections of the same course.

When a faculty position opens, faculty are included in the selection process. This involvement is articulated in the collective bargaining agreement between the College and the Faculty Association representing the full-time faculty at Clatsop Community College. Additionally, the College views this involvement as a vital component in faculty recruitment. In a small, rural community college to many faculty positions are the only faculty member to teach in a discipline for the College. The best tool in recruiting faculty is other faculty.

New full-time faculty begin employment with a full day orientation led by the College's instructional leadership. Other campus staff are invited to the orientation to share the resources available to faculty as well as to students; the latter is shared to help the new faculty members assimilate this information so they can refer students to the proper resources in support of their academic success once the term begins. In recent years, the orientation for full-time faculty has shifted from a program designed around human resources policies and procedures to a more comprehensive review of college resources led by instructional leadership. This change has increased the value of the orientation, though new faculty still find the acclimation process at times daunting with only a single day of orientation.

In an effort to broaden the support given to new full-time faculty, a mentoring program was developed and implemented. Now full-time faculty participate in a year-long faculty mentoring program their first year employed full-time at the College. The program, initiated in Fall 2009 pairs new faculty with veteran continuing faculty on campus. The mentoring faculty meet on a regular basis with new faculty throughout the year and are available to answer any and all sorts of questions as faculty acclimate to the campus and community. Twice a year, the entire group of new faculty and mentors meet with the College's chief academic officer to touch base and share the experiences of both mentoring and being mentored through the program. Additionally, the mentor participates on the peer evaluation team for the first year of a new faculty member's evaluation. Though still new to the College, the mentoring program appears to be benefitting both the new faculty, as well as revitalizing the energy and resolve of the veteran faculty who enjoy seeing the campus through the fresh eyes of their new colleagues.

For adjunct faculty, the Office of Instruction offers a faculty orientation at the beginning of each term. During this orientation faculty are provided with useful information about the resources available to faculty in teaching at the College. Additionally, adjunct faculty are invited to participate in instructional division meetings and activities though their participation is voluntary. Mentoring of adjunct faculty occurs at this time only anecdotally; the full-time faculty mentoring program needs to be expanded to include adjuncts.

Student Learning Assessment

Faculty are the primary assessors of student learning. Not only does this assessment occur in each course offered at the College. The faculty, as a body have taken an active role in the

assessment of student learning at both the program and institutional levels. Faculty are well represented on the College's Campus Assessment Team (CAT). Additionally, most in-service days at the College for faculty have significant amounts of time devoted to assessing student learning.

Recently several faculty and one instructional leader attended a conference on the effective use of e-portfolios in documenting and assessing student learning. The College is planning on implementing an e-portfolio tool in all its programs beginning Fall 2011. Faculty are taking a leadership role in developing the nature and process the College will use the e-portfolio to the College's assessment activities. This is but one example of how the faculty at the College take their assessment duties seriously.

After many years of effort, the College and the faculty as a body have begun to merge the efforts of assessing student learning at the course, program, and institutional levels. Rubrics used at the course level are now being brought forward to supplement program review. Results from program review are being incorporated in the assessment of institutional student learning outcomes as well as measures of institutional effectiveness. As the iterative process of continuous quality improvement have begun to cycle through the assessments on campus, the culture of assessment and the documenting of a flow of evidence of student learning have begun to take hold within the College's instructional division and throughout the faculty.

Information Literacy

The faculty librarian is the lead for all information literacy coordination on campus. She works very well with the rest of the faculty, and spends significant time visiting classrooms and hosting classes in the library to integrate information access, retrieval, and documentation in the learning process.

Credit for Prior Learning

Students can earn college credit for prior learning by documenting knowledge and skills acquired through work experience, volunteer service, industry training, individual study, travel, and family and civic responsibilities.

The College offers the course CPL121 *Intro to Credit for Prior Learning* for students to understand the Credit for Prior Learning process and focuses on relating previous learning and experience to specific programs and courses at the college. Then the College has students enroll in CPL122 *Portfolio Development* which teaches them how to develop a portfolio of their activities and emphasizes relating learning and experience to the outcomes and content contained in course outlines. Students then submit their portfolio to the College for evaluation and conferral of credits by review of the portfolio by qualified faculty. A maximum of 22 prior learning credits can be applied to an Associate Degree at the College. There is a fee assessed for processing and reviewing your portfolio and tuition charged for credits granted.

The courses the College offers for student about prior learning credit are online courses taught by another community college in Oregon. However, the evaluation and determination of earned credit is done solely at Clatsop Community College.

OCCC also grants credit for prior experiential learning in areas that can be documented by an industry credential. The Aquarium Science grants SCUBA credit for individuals who present a valid PADI or NAUI certificate. The OCCC nursing program grants credit for the first-year nursing courses to students who have a valid Licensed Practical Nursing License. In the case of OCCC's nursing program they must present a copy the license, transcripts, pass a competency test, and complete an LPN to RN transition course.

Transfer Credit and Articulation Agreements with Four-Year Institutions

Students who wish to transfer credit to the College from another accredited institution of higher education must submit to the Student Services Center an official transcript from each accredited institution of higher education they attended and from which they wish to apply credits to a degree or certificate program at the College. Both lower and upper division credits in which a student earned a "C" or better is considered during the evaluation of the official transcript.

Upper division credits may be transferred to the College to meet group and elective requirements in a College degree or certificate program when it is determined that the upper division course content is essentially equivalent to course content at Clatsop Community College.

Transfer credit for work done at non-accredited collegiate institutions is not granted.

The College has an articulation agreement with Southern Oregon University to accept the College's AAS degree in Criminal Justice as the first two year preparation for the University's Bachelor's of Science Degree in Criminology and Criminal Justice.

OCCC follows the College's guidelines regarding transfer credit from other accredited institutions with the College serving as the ultimate authority on the acceptance of transferred credit. OCCC articulation agreements with four year colleges and universities exist to facilitate students' progression to the next level of education. The Associate of Arts Oregon Transfer (AAOT) is a statewide degree that grants students junior status at Oregon's public universities. OCCC has a degree partnership program with Oregon State University that allows simultaneous enrollment at both institutions. The Nursing program at OCCC has an articulation agreement with Linfield College's RN to BSN program similar to the one the College has with Linfield. The Aquarium Science program at OCCC has an articulation agreement in place with the Department of Fisheries and Wildlife at Oregon State University and is exploring an agreement for an applied baccalaureate with the Oregon Institute of Technology.

Clatsop Community College Academic Programs

As stated earlier, the College's Academic Programs include 16 degrees, 11 one-year certificates, 2 less-than-one-year certificates, and 5 career pathway certificates. Each of these programs are described below in terms of their structure, program learning outcomes, and student learning outcomes; faculty control of curriculum, and involvement of community stakeholders through advisory committees; the sequence, depth, and breadth of courses; and the defined value of the program to the College, students who participate in the program, and communities which the College serves. In addition, the College has included academic services (i.e., Continuing Education, Education4Life [the College's community education offerings], Foundations Institute [the College's developmental program], Small Business Development Center, and Small Business Management Services) that also present course offerings from the College to the service district.

Associate of Arts – Oregon Transfer (AAOT) Degree

The Associate of Arts-Oregon Transfer (AAOT), the Associate of General Studies (AGS), and the Associate of Science-Oregon Transfer in Business (ASOT-Bus) are all transfer degrees. Additionally, the Oregon Transfer Module (OTM) serves as a subset of the AAOT which also facilitates the transfer of Clatsop students to baccalaureate granting institutions. Since the component requirements for the AGS, ASOT-Bus, and OTM are substantially the same as for the AAOT, the capacity descriptions below pertain to all of these programs.

Comprehending the inter-relatedness of the resources and capacities for the discipline areas and skill requirements of the AAOT was facilitated by the adoption by these College academic departments of common outcomes for the components of the AAOT degree by all Oregon community colleges and the Oregon University System (See *Outcomes and Criteria for Transferable General Education Courses in Oregon* in Accreditation Resources). These state-wide outcomes, adopted by both the State Board of Education and the Board of Higher Education in early 2010, became a useful way of efficiently describing the common attributes of the capacity of the disparate specific offerings within each department.

AAOT: Arts & Letters

Instruction in the Arts & Letters introduces students to the study of the works of art, whether written, crafted, designed, or performed, and documents of historical or cultural significance. The AAOT Arts and Letters component that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Advisors work with transfer students to guide them through the course selection process consistent with individual goals. Instruction in the department also contributes to student achievement in the Institutional Student Learning Outcomes (ISLOs).

The department faculty emphasizes college-level, challenging readings and materials and require a substantial amount of formal and informal writing. Art, Speech, Spanish, Writing, and Literature faculty demand clear, concise reflections and other written work that address these materials by identifying questions at issue, aiming at specific audiences, and demonstrating an acknowledgement of the ideas generated through reading, discussion, and critical analysis of the visual arts and written works.

We have identified clear course learning outcomes that are aligned with the state outcomes, and we have spent two years revising our course outlines so that at the discipline level all of our adjunct and individual instructors are on the same page. We continue to revisit and update our course outlines to meet student needs and to align with the new trends in our discipline.

Student achievement is documented through portfolios, community presentations, end of the year projects, scoring guides, gallery exhibits, student art shows, RAIN magazine, college website, documentation of course assessments. We offer courses that explore one topic in depth (e.g., Gothic literature, painting, Shakespeare, intercultural communication, sculpture/ ceramics, writing children's books.). We also offer sequential courses that develop one content area in depth (e.g., American Literature series or Beginning and Intermediate studio courses, and modern languages). We offer survey classes that explore a variety of topics from a broader perspective, and for the degree requirement, AAOT students are required to take Arts and Letters courses from at least two disciplines. Department courses also provide general education and elective options to students in Career Technical Degree programs.

The department is involved in the following efforts to encourage the synthesis of learning:

- Moving towards E-portfolio that encourages students to self-reflect to synthesize a concentration of Arts and Letters requirements through their own capstone project.
- Created new Humanities courses team taught by faculty in different disciplines to encourage cross-disciplinary learning.
- Created projects that involve students in multi-disciplinary exploration (field trips, symposiums, workshops)
- Created community projects with college curriculum to enrich both students and community

Since 2004 department faculty have worked at numerous in-services to comprehensively examine and align our course outcomes to the college's mission and degree outcomes. Since 2009, the faculty also aligned course to match the statewide outcomes adopted in 2010. Department instructors created and had approved new courses that have strengthened our curriculum, including Gothic Literature, Literature of Pacific Northwest, Autism in Literature, Creative Nonfiction, and a revision of Literary Publications (RAIN magazine).

Faculty from the department serve on Instructional Council, the campus Assessment Team (CAT), and other standing college committees. Using the college's Professional Development fund, Faculty attend local, statewide, national and international conferences to keep curriculum current.

The Reference and Instruction Librarian collaborates with department faculty to embed information literacy in the English composition curriculum, as required by the JBAC AAOT outcomes.

AAOT Component: College Mathematics

Instruction in college level mathematic prepares students to use appropriate mathematics to solve problems; recognizing which mathematical concepts are applicable to a scenario, applying appropriate mathematics and technology in its analysis, and then accurately interpreting,

validating, and communicating the results. The AAOT mathematics component contributes to student development of the skills to become more effective solvers of problems using quantitative thinking and to prepare them for a productive life of work, citizenship, and personal fulfillment. Instruction in the department also contributes to student achievement in the Institutional Student Learning Outcomes (ISLOs). Department courses also provide general education to students in Career Technical Degree programs.

The AAOT college level mathematics courses include the following:

- MTH103 - Applied College Algebra*
- MTH105 - Introduction To Contemporary Mathematics
- MTH111 - College Algebra
- MTH 112 - Elementary Functions - Trigonometry
- MTH 116 - Pre-Calculus
- MTH 211, 212, 213 - Fundamentals Of Elementary Mathematics I, II, III
- MTH 243, 244 - Introduction To Probability And Statistics I, II
- MTH 251, 252, 253 - Calculus I, II, III

* this course was specifically developed to replace MTH065 or MTH095 as the mathematics requirement for the AGS degree.

These collegiate level mathematics course require students to use the tools of arithmetic and algebra to work with more complex mathematical concepts; design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results; create mathematical models, analyze these models, and, when appropriate, find and interpret solutions; compare a variety of mathematical tools, including technology, to determine an effective method of analysis; analyze and communicate both problems and solutions in ways that are useful to themselves and to others; use mathematical terminology, notation and symbolic processes appropriately and correctly; and make mathematical connections to, and solve problems from, other disciplines.

The four FT instructors in the department regularly attend ORMATYC conferences and apply the concepts learned in frequent review of the department's curriculum and methodology. These instructors teach both developmental (pre-college) mathematics and these college level classes; all are qualified to do both. Part-time instructors are usually assigned pre-college courses. The department also provides general education math instruction to students in Career Technical Degree programs.

AAOT Component: Cultural Literacy

The 2010 AAOT requires completion of a discipline area course with a Cultural Literacy designation. In such a course students identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference. These courses must also be usable to simultaneously satisfy a Discipline Area requirement. Instruction in these courses explores how culturally-based assumptions influence perceptions, behaviors, and policies and examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Courses at the College in both the Arts and Letters discipline area and the social science discipline area have been deemed to meet the cultural literacy requirement by congruence with the state-wide outcomes for this component.

AAOT Component: Science

Instruction in the Sciences introduces students to scientific and technical modes of inquiry; assessing the strengths and weaknesses of scientific studies; and critically evaluating explanations, solving problems, and making evidence-based decisions in an ethical manner. The AAOT Science component contributes to student development of the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Advisors work with transfer students to guide them through the course selection process consistent with individual goals. Instruction in the department also contributes to student achievement in the Institutional Student Learning Outcomes (ISLOs). We offer 30 courses covering both physical and biological sciences that can be applied to the AAOT, providing diversity in the general education component of the AAOT and other transfer degrees. Our 200 level physics, general chemistry, and principles of biology course sequences are comprehensive studies of the subject, allotting time for inquiry, preparing students for upper division work in the respective disciplines.

The department mission is to ensure that the students meet the program objectives similar to other major schools. Department faculty compare course design with other college courses offered at the state and national level. In some disciplines, content is assessed via final tests that are standards in the field to determine if we are comparable with other collegiate institutions. The curriculum is also consistent with the clearly identified state-wide student learning outcomes.

We are using an evaluation schematic to assess whether students are meeting the AAOT science outcomes. The evaluation schematic incorporates components from both of the outcomes, allowing for dual assessment of outcomes. In addition, nationally standardized exams that are used at other schools are used for comparison purposes to assess student mastery of content relative to other 2 and 4 year institutions.

Our programs instructional design is based on systematic development of program and course outcomes. Our design matches instructional activities and evaluation generated on workdays to the outcomes. The sequence of activities is designed to maximize the effectiveness of student learning. When department faculty design courses, the proposed course enters into a checks and balances system, with Instructional Council reviewing the proposal. Collaborative work continues between the department and the college's reference librarian to integrate student library use into course learning product.

Members of the College Faculty pride themselves on teaching students educational skills that allow them to progress from a certificate program, to a two and four year degree. The skills they develop here teach them how to seek and collect intellectual information; critiquing the material they are presented with. For example, BI 112 was specifically designed to prepared students not only in content, but to prepare them to be more effective students and use library resources more effectively. In PH201, GS106, BI101, BI102, BI222, BI231, BI 232, BI 233, BI234, and ES150, learning activities have been developed that specifically focus on science and citizenship.

For transfer associate degree programs, the department provides a recognizable core in the natural sciences. Department courses also provide general education and elective options to students in Career Technical Degree programs.

AAOT Component: Social Sciences

As a result of taking General Education Social Science courses, a student should be able to apply analytical skills to social phenomena in order to understand human behavior, and apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. The AAOT Social Science component contributes to student development of the breadth and depth of intellect to become more effective learners and to prepare themselves for a productive life of work, citizenship, and personal fulfillment.

Department advisors work with transfer students to guide them through the course selection process consistent with individual goals. Instruction in the department also contributes to student achievement in the Institutional Student Learning Outcomes (ISLOs). Department courses also provide general education and elective options to students in Career Technical Degree programs

The department offers courses in psychology, history, political science, anthropology, sociology, geography, human services, and human development that can be applied to the AAOT, providing diversity in the general education component of the AAOT and other transfer degrees. Our 200 level courses allot time for inquiry, preparing students for upper division work in the respective disciplines.

The department mission is to ensure that the students meet the program objectives similar to other colleges and universities in the state and region. Department faculty compare course instructional strategies with courses offered at these other colleges. In some disciplines, content is assessed standards in the field to determine if we are competitive with other collegiate institutions. The curriculum is also consistent with the clearly identified student learning outcomes that JBAC has established for the social science component of the AAOT.

Courses are taught by three ft instructors (psychology, human development, and human services; anthropology and sociology; and history, geography, and political science) augmented by part-time instructors for human development and niche offerings.

AAOT Component: Speech/Oral Communication

Instruction in Speech and Oral Communication prepares students to engage in ethical communication processes that accomplish goals; respond to the needs of diverse audiences and contexts; and build and manage relationships. This AAOT Arts and Letters component helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Advisors work with transfer students to guide them through the course selection process consistent with individual goals. Instruction in the department also contributes to student achievement in the Institutional Student Learning Outcomes (ISLOs). Department courses also provide general education and elective options to students in Career Technical Degree programs.

The speech courses emphasize college-level, challenging readings and materials and require a substantial amount of formal and informal speaking and writing. They have clear learning

outcomes that are aligned with the state-wide outcomes. The instructor has spent two years revising course outlines so that they meet student needs align with the new trends in the discipline. The speech instructor demands clear, concise presentations and written support that address these materials by identifying specific purposes, specific audiences, and of the ideas generated through reading, discussion and critical analysis of the ethics of communication and current issues.

Some speech courses also explore one topic in-depth: Business and Professional Speaking, Intercultural Communication, Small Group Communication, and Persuasion. The department has considered implementing prerequisites for the SP classes (WR 121), as there is an emphasis on writing in all three SP options for general education requirements.

AAOT Component: Writing

Writing courses at the College prepare students to read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences; locate, evaluate, and ethically utilize information to communicate effectively; and demonstrate appropriate reasoning in response to complex issues. The AAOT writing component contributes to student development of the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Instruction in the department also contributes to student achievement in the Institutional Student Learning Outcomes (ISLOs). Department courses also provide general education to students in Career Technical Degree programs.

The AAOT and general education writing courses include the following:

- WR040 -English Fundamentals: An introduction to the essential skills required for the essay
- WR115- Intro to College Writing: A transition course preparing the marginally equipped student for the rigor of WR121
- WR 121 - English Composition-Exposition: The initial college level composition course
- WR122 - English Composition-Argument: Using the essay to make a case
- WR123 - English Composition-Research Writing: Writing the college research paper
- WR227 – Technical Report Writing: Writing reports and grants

In all of the writing courses (except WR040), instructors emphasize college-level, challenging readings and materials and require a substantial amount of formal and informal writing that meets the state-wide outcomes and criteria. Course learning outcomes also align with the state-wide outcomes, including Information Literacy outcomes and criteria. The reference librarian works closely with the writing instructors to ensure that writing courses are infused with the following outcomes and criteria:

Students that successfully complete the AAOT should be able to:

- Formulate a problem statement.
- Determine the nature and extent of information needed to address the problem.
- Access relevant information effectively and efficiently.
- Evaluate information and its source critically.
- Understand many of the economic, social, and legal issues surrounding information.

Writing courses at the College infused with Information Literacy include instruction and practice in:

- Identifying gaps in knowledge and recognizing when information is needed.
- Finding information efficiently and effectively.
- Using appropriate research tools and search strategies.
- Evaluating and selecting information using appropriate criteria.
- Research strategies that are recursive and involve multiple stages.

Content examples of the embedded components for Information Literacy include modification of the original strategy and revision of the topic; the ethical and legal use of information and information technologies; and creating, producing, and communicating understanding of a subject through synthesis of relevant information. Members of the Writing Faculty have spent two years revising course outlines so adjunct instructors can design syllabi that lead to student achievement of all relevant JBAC outcomes. Faculty members continue to revisit and update these course outlines to meet student needs and to align with the new trends in this skill area and discipline.

Apprenticeship (Construction Trades, Electrician, Industrial Mechanics) AAS Degree

The Apprenticeship AAS degrees are aligned with various Training Trusts and Apprenticeship Training Service providers depending on program areas. Program content is designed and sequenced for a person currently in or who has completed a Bureau of Labor and Industries (BOLI) apprenticeship approved construction trades apprenticeship, electrical trades apprenticeship (also in accordance with Oregon Building Codes), or industrial mechanics and maintenance apprenticeship and who intends to work beyond the level of journeyman with an emphasis on coordination, leadership and supervisory skill building. The trades include such areas as construction laborer, electrician, boiler/turbine operator, die cast mold, heat and frost insulator, industrial mobile mechanic, machinist, millwright, motor winder, pipefitter, roll turner, instrumentation technician, and welder.

All trade and related training courses relate to one or more program learning outcome. OSHA safety, leadership, and trouble shooting and are concepts reiterated throughout the degree program. In addition, general construction, electrical and industrial mechanics concepts are taught at the Apprenticeship level and then refreshed at the Journey level.

Program learning outcomes have been developed by part-time faculty and industry representatives including Training Trust representatives. Curriculum, which builds upon an individual's skill level, is reviewed by the College's Contracted Training Coordinator and each Training Trust annually to determine if courses need to be developed or updated, new processes need to be initiated, or new assessments need to be integrated into existing coursework. In addition, recognizable core academic coursework in writing, business communications, arts and letters, public speaking math, computers, and psychology of human relations allow students to gain additional employability skills that will complement the hands-on job site work in construction, electrical and industrial mechanics.

The use of the library and informational resources is embedded in the academic coursework of the degree. Apprenticeship and Journeymen training utilizes hands on training and not as much of a library component.

The part-time faculty members place student achievement as a main program goal making certain that learning is engaging and covers all learning styles with traditional lecture coursework tied to hands on labs. Assessment of student achievement occurs throughout the program during more traditional structured classroom assessments and competency check lists linked to demonstration of skills. The main criterion for outcome success is documented through a student gaining a Journey card in the specific Apprenticeship field.

The AAS degrees in Apprenticeship are part of a statewide degree program and are aligned with Training Trusts and Apprenticeship Training Service providers in the fields of Construction Trades, Electrician Technologies, and Industrial Mechanics and Maintenance. All three Apprenticeship degrees have the same core academic coursework with trade competencies and related training being specifically geared toward each trade. Due to their similar nature, we have provided one comprehensive explanation of the program in Chapter 2 and program assessment in Chapter 4.

Currently, we have contracts with two outside agencies, Oregon-Southern Idaho Laborers-Employers Training Trust Fund and the NW Line JATC/VOLTA Training Academy. A connection with United Association Local 290 Training Trust Fund existed for one year (2008-2009) but was not continued. In addition to these contracts, Clatsop has a connection with Apprenticeship Training Services to provide Apprenticeship courses for Plumbers and Electricians who are indentured in the local area.

Overall, Clatsop provides educational services to an average of 250 individuals in the trades per year.

Automotive Technician One Year Certificate and AAS

Clatsop Community College offers a one year certificate and a two year AAS degree in automotive technology. The automotive program is designed around NATEF's vehicle section category model. Each area of the vehicle, and the courses that cover that area, meet or exceed the NATEF specified standards for that area. Exhaustive research has gone into ensuring that those standards have been met.

The program is designed to address all areas of the vehicle that relate to work currently being performed in modern comprehensive repair shops in our service area and beyond. The range of course offerings within the program have been carefully chosen by Automotive Program faculty, to cover as broad a range of vehicle areas as possible, and thoroughly worked through and vetted by the college's Automotive Program Advisory Committee.

Business: Accounting Technician AS Degree

The courses were developed by faculty who have advanced education, specialized training and industry experience. These instructors choose course material that have appropriate content and rigor and are consistent with the Program's mission.

The Program outcomes were developed by a team of faculty and industry professionals and were deemed as essential skills for success in the accounting profession.

The content of the Accounting Technician (Associate of Science Degree) is consistent with what other Colleges and Universities in Oregon have identified as suitable offering in a 2 year degree program.

Instructors assess course learning through assignments, tests, projects, papers and other assessment tasks appropriate to the course outcomes and the support of the program educational outcomes. Final assessment of student achievement of program educational outcomes is conducted in the Capstone Course, BA295M, and Work Experience, BA280.

Courses in the Program have been designed to assure the appropriate depth of knowledge needed for an entry level accounting position. These courses have also been approved by the Business Advisory Committee as well as Instructional Council (a standing committee at the college that reviews and approves all instructional courses).

Through the courses selected and approved for this program, the student is exposed to all areas of business, providing a solid foundation of knowledge in areas specific to accounting.

The Program has certain sequenced courses that build upon a foundation of knowledge from term to term (BA131, BA132, BA211, BA212, BA213). Other courses can be sequenced to meet the needs of the students with the help of their program advisor.

Synthesis of learning for the program is facilitated in 200 level courses such as BA250, BS280, and BA295A. The last courses in the sequence are focused on practical application of the knowledge and a demonstration of mastery of the accounting industry language and processes.

The accounting faculty member is charged with staying current in the field through contacts with colleagues and industry professionals to monitor the curriculum's utility. The accounting faculty member is solely responsible for identifying curriculum needs, drafting proposals, presenting proposals to the Business Department and to the Advisory Committee for review and comment and recommendations; and submission to Instructional Council and President's Council for review and approval. If approved, the faculty member then implements the curriculum changes. This process is ongoing, designed to continually meet the needs of the accounting profession.

The accounting faculty member works within the business department and with other departments who offer courses included in the Program to ensure educational requirements of the Program are being met.

It would be in the best interest of accounting students and the Program if the accounting faculty member serves as the academic advisor for the all accounting students, thereby having the ability to monitor the student's overall academic progress and to ensure they are progressing towards their stated career goals; However, currently, there is no guarantee that accounting majors will be assigned to the accounting faculty member.

The accounting faculty member has incorporated accounting information literacy into the Program courses. Students are taught to research online and in professional sources to solve business and accounting problems.

The Program has educational requirements that allow the student to build skills needed for a technical degree. In addition to their technical courses, the student is allowed and encouraged to choose electives outside the program to broaden their educational experience.

Students are required to take economics (a social science) and mathematics. Students are strongly encouraged to take electives in humanities, fine arts, mathematics, natural sciences and social sciences. There is no specific requirement for students to take these courses, since this is a technical degree.

Business: Business Management AS Degree

The courses were developed by faculty who have advanced education, specialized training and industry experience. These instructors choose course material that have appropriate content and rigor and are consistent with the Program's mission.

The Program outcomes were developed by a team of faculty and industry professionals and were deemed as essential skills for success in a business profession.

The content of the Business Management (Associate of Science Degree) is consistent with what other Colleges and Universities in Oregon have identified as suitable offering in a 2 year degree program.

Instructors assess course learning through assignments, tests, projects, papers and other assessment tasks appropriate to the course outcomes and the support of the program educational outcomes. Final assessment of student achievement of program educational outcomes is conducted in the Capstone Course, BA295M, and Work Experience, BA280.

Courses in the Program have been designed to assure the appropriate depth of knowledge needed for an entry level management position. These courses have also been approved by the Business Advisory Committee as well as Instructional Council (a standing committee at the college that reviews and approves all instructional courses).

Through the courses selected and approved for this program, the student is exposed to all areas of business, providing a solid foundation of knowledge in areas specific to management.

The Program has certain sequenced courses that build upon a foundation of knowledge from term to term (BA131, BA132, or BA211, BA212, BA213). Other courses can be sequenced to meet the needs of the students with the help of their program advisor.

Synthesis of learning for the program is facilitated in 200 level courses such as BA250, BS280, and BA295M. The last courses in the sequence are focused on practical application of the knowledge and a demonstration of mastery of business language and processes.

The business faculty member is charged with staying current in the field through contacts with colleagues and industry professionals to monitor the curriculum's utility. The business faculty member is solely responsible for identifying curriculum needs, drafting proposals, presenting proposals to the Business Department and to the Advisory Committee for review and comment and recommendations; and submission to Instructional Council and President's Council for review and approval. If approved, the faculty member then implements the curriculum changes. This process is ongoing, designed to continually meet the needs of business professions.

The business faculty member works within the business department and with other departments who offer courses included in the Program to ensure educational requirements of the Program are being met.

It would be in the best interest of management students and the Program if the business faculty member serves as the academic advisor for the all management students, thereby having the ability to monitor the student's overall academic progress and to ensure they are progressing towards their stated career goals; However, currently, there is no guarantee that management majors will be assigned to the business faculty member.

The business faculty member has incorporated business information literacy into the Program courses. Students are taught to research online and in professional sources to solve business problems.

The Program has educational requirements that allow the student to build skills needed for a technical degree. In addition to their technical courses, the student is allowed and encouraged to choose electives outside the program to broaden their educational experience.

Students are required to take economics (a social science) and mathematics. Students are strongly encouraged to take electives in humanities, fine arts, mathematics, natural sciences and social sciences. There is no specific requirement for students to take these courses, since this is a technical degree.

Business: Administrative Office Professional AAS Degree

The courses were developed by faculty who have advanced education, specialized training and industry experience. These instructors choose course material that have appropriate content and rigor and are consistent with the Administrative Office Professional Program's mission.

The Program outcomes were developed by a team of faculty and industry professionals and were deemed as essential skills for success in a business profession.

- awards certificates or degrees consistent with program content in recognized fields of study
- The content of the Administrative Office Professional (Associate of Applied Science Degree) is consistent with what other colleges and universities in Oregon have identified as suitable offering in a 2 year degree program.

Instructors assess course learning through assignments, tests, projects, papers and other assessment tasks appropriate to the course outcomes and the support of the program educational

outcomes. Final assessment of student achievement of program educational outcomes is conducted in the Capstone Course, OA295, and Work Experience, OA280.

Courses in the Program have been designed to assure the appropriate depth of knowledge needed for an entry level management position. These courses have also been approved by the Business Advisory Committee as well as Instructional Council (a standing committee at the college that reviews and approves all instructional courses).

Through the courses selected and approved for this program, the student is exposed to all areas of business, providing a solid foundation of knowledge in areas specific to administrative office skills.

The Program has certain sequenced courses that build upon a foundation of knowledge from term to term (BA131, BA132, or OA201, OA202). Other courses can be sequenced to meet the needs of the students with the help of their program advisor.

Synthesis of learning for the program is facilitated in 200 level courses such as OA116, OA280, and OA295. The last courses in the sequence are focused on practical application of the knowledge and a demonstration of mastery of business language and processes

The business faculty member is charged with staying current in the field through contacts with colleagues and industry professionals to monitor the curriculum's utility. The business faculty member is solely responsible for identifying curriculum needs, drafting proposals, presenting proposals to the Business Department and to the Advisory Committee for review and comment and recommendations; and submission to Instructional Council and President's Council for review and approval. If approved, the faculty member then implements the curriculum changes. This process is ongoing, designed to continually meet the needs of business professions.

The business faculty member works within the business department and with other departments who offer courses included in the Program to ensure educational requirements of the Program are being met.

It would be in the best interest of management students and the Program if the business faculty member serves as the academic advisor for the all management students, thereby having the ability to monitor the student's overall academic progress and to ensure they are progressing towards their stated career goals; However, currently, there is no guarantee that management majors will be assigned to the business faculty member.

The business faculty member has incorporated business information literacy into the Program courses. Students are taught to research online and in professional sources to solve business problems.

The Program has educational requirements that allow the student to build skills needed for a technical degree. In addition to their technical courses, the student is allowed and encouraged to choose electives outside the program to broaden their educational experience.

Students are required to take economics (a social science) and mathematics. Students are strongly encouraged to take electives in humanities, fine arts, mathematics, natural sciences and social sciences. There is no specific requirement for students to take these courses, since this is a technical degree.

Business: General Office One-Year Certificate Program

The courses were developed by faculty who have advanced education, specialized training and industry experience. These instructors choose course material that have appropriate content and rigor and are consistent with the Program's mission.

The Program outcomes were developed by a team of faculty and industry professionals and were deemed as essential skills for success in a business profession.

- awards certificates or degrees consistent with program content in recognized fields of study
- The content of the General Office (One-year certificate is consistent with what other colleges and universities in Oregon have identified as suitable offering in a 1- year certificate program.

Instructors assess course learning through assignments, tests, projects, papers and other assessment tasks appropriate to the course outcomes and the support of the program educational outcomes.

Courses in the Program have been designed to assure the appropriate depth of knowledge needed for an entry level management position. These courses have also been approved by the Business Advisory Committee as well as Instructional Council (a standing committee at the college that reviews and approves all instructional courses).

Through the courses selected and approved for this program, the student is exposed to areas of business, providing a solid foundation of knowledge in areas specific to office skills.

The Program has certain sequenced courses that build upon a foundation of knowledge from term to term (BA131, BA132). Other courses can be sequenced to meet the needs of the students with the help of their program advisor.

Synthesis of learning for the program is facilitated in 200 level courses such as BA228.

The business faculty member is charged with staying current in the field through contacts with colleagues and industry professionals to monitor the curriculum's utility. The business faculty member is solely responsible for identifying curriculum needs, drafting proposals, presenting proposals to the Business Department and to the Advisory Committee for review and comment and recommendations; and submission to Instructional Council and President's Council for review and approval. If approved, the faculty member then implements the curriculum changes. This process is ongoing, designed to continually meet the needs of business professions.

The business faculty member works within the business department and with other departments who offer courses included in the Program to ensure educational requirements of the Program are being met.

It would be in the best interest of management students and the Program if the business faculty member serves as the academic advisor for the all management students, thereby having the ability to monitor the student's overall academic progress and to ensure they are progressing towards their stated career goals; However, currently, there is no guarantee that management majors will be assigned to the business faculty member.

The business faculty member has incorporated business information literacy into the Program courses. Students are taught to research online and in professional sources to solve business problems.

The Program has educational requirements that allow the student to build skills needed for a technical degree. In addition to their technical courses, the student is allowed and encouraged to choose electives outside the program to broaden their educational experience.

Business: Retail Management Career Pathway, Less-Than-One-Year, and One-Year Certificates

The Retail Management one-year certificate prepares students for leadership responsibilities in a retail organization. They may own and/or operate small retail firms or work for larger retail firms. Their duties may include marketing, managing finances, supervising employees, purchasing goods and services, and monitoring sales transactions.

The program at the College is offered as part of a common state-wide degree program in consortium with other Oregon community colleges. The outcomes are based upon retail trade associations' definitions. The multi-college consortium is currently in the process of revising the student learning outcomes.

The College's program offerings are assembled from business courses also serving other business programs and the consortium-selected general education courses. Two program specific courses, BA 249, Retail Management, and BA 224, Human Resource Management, are not part of other College programs. Because too few of the College's students declare this program as a major to offer the courses on campus, these courses are offered on-line and taught through the distance learning consortium by other Oregon community colleges.

Computer Aided Design and Drafting (CADD) One-Year Certificate

The program was developed with input from professionals in the field and after review of similar existing programs at other colleges. Program content was developed by faculty with input from the advisory committee based on the program's learning outcomes. The program learning outcomes are reviewed with all students on several occasions. Learning outcomes for all courses are clearly identified on course syllabi. Student achievement is documented through the assessment process.

Course prerequisites and terms offered insure that courses are usually taken in the most beneficial sequence. To provide depth the sequence of core CAD courses provides three terms of

entry level CAD knowledge and skills. The progression through the sequence of core courses from beginning to advanced and the scheduling of related courses provides a coherent framework for students to achieve program learning outcomes. To provide breadth CAD related and general education courses encompass a variety of knowledge and skills necessary for a well-rounded education. General education components span basic areas of knowledge including math, writing, human relations, design and computing. These components are also integrated into core courses, making them relevant to the particular program area of study. Technical options give students some flexibility to develop more depth in select areas. The capstone course taken in their last term requires students to synthesize knowledge and skills from all courses into a comprehensive project.

The program faculty has the main responsibility for curriculum development. All major program revisions are discussed with and approved by the advisory committee and the College Instructional Council. Program faculty work with library staff to insure that adequate resources are available. Most core courses have online components that incorporate various information resources.

The program includes core related instruction through:

Graphic communication: Basic Design (ART 115)

Computer Graphics (ART 225)

Written communication: English Composition (WR 121)

Computation: Intro to Integrated Software (MIC 145) or

Intro to Computer Info Systems (CS 131)

Human relations: Psychology of Human Relations (PSY 101) or

Human Relations in Business (BA 285)

Criminal Justice AAS Degree

The courses in the Criminal Justice program are taught by an instructor who has advanced education (JD); professional experience as an attorney, a corrections officer, a trainer, and a police officer; and specialized training attendant to those roles. The instructor uses course materials published by recognized authors as well as from the professional experience of the instructor. The program has published outcomes based on professional standards of achievement consistent with those at other institutions of higher learning offering similar programs. The Criminal Justice Program outcomes were developed by a team of faculty and industry professionals and were deemed essential for success in the profession.

Students must complete the program's required courses with a grade of C or better if they are to meet program requirements. The courses are taught at the depth to meet and be aligned to and to meet the learning outcomes established, and were approved by the Program Advisory Committee and Instructional Council.

The curriculum includes those knowledge, skills and abilities considered essential for an entry level position in the profession, providing a solid foundational knowledge in all three branches of the criminal justice system (law enforcement, courts and corrections). The courses are ordered from general to specific. The initial courses provide an overview perspective. The subsequent courses focus on more specific issues and principles and require mastery of the elementary

concepts. The latter courses move from definitional to understanding and then to application skills.

The program is laid out in manner that promotes progressive learning, with each course building on the knowledge base brought forth from the previous coursework. The initial courses focus on basic term and concept mastery. These are followed by courses that discuss abstract theory and assist in the development of critical thinking and analytical reasoning skills and the mastery of processes. The last courses in the sequence are focused on practical application of the knowledge and a demonstration of mastery of the industry language and processes.

The faculty member serves as the academic advisor for CJ students, thereby able to monitor the student's overall academic progress and to ensure they are progressing towards their stated career goals. The faculty member works closely with faculty from instructional resources to ensure that students have the requisite research skills and understand how to write professionally for the criminal justice field. The faculty member does this by involving the instructional resource faculty directly in the classroom teaching of the introductory course. The faculty member also works with the library resources to ensure that the students have access to media that is current and on point.

For associate degree programs, the students in the criminal justice program are required to take courses in the social sciences, humanities (including fine arts) and mathematics. While there is no specific requirement for a science, the Program does have a 4 credit lab science as a technical elective and requires 9 general elective credits, which the student may fulfill by taking a lab science or a general science course.

Early Childhood Education One-Year Certificate

This program's Early Childhood Education courses have been solely offered by part-time instructors. The other course required for the program are in other disciplines and have been assessed in the context of the departments and programs from which they are drawn. Supervision of the program was nominally coordinated by the social science department chairperson until the chairperson role was eliminated in 2009. Since then the Dean of Learning has supervised the scheduling, staffing, and evaluation of the program among other responsibilities. As a consequence, no ongoing program learning assessment has been conducted since program outcomes were developed in 2005.

During the ECE program review of 2007, the evaluation team made the following recommendations:

- *Dwindling program enrollment due, in large part, to changes in requirements for Head Start teachers and teaching aides.*
- *The present organization of the Office of Instruction does not clearly identify program leadership responsibility and program coordination.*
- *Inactive advisory committee*

After early attempts to respond to these concerns failed (although the courses continued with marginal enrollment), the college administration identified a larger role for the college in addressing child care and early childhood education shortages in Clatsop county. The college

joined a coalition to establish more childcare opportunities. One part of the effort is for the college to prepare qualified personnel for those venues.

In 2010, the college retained a qualified specialist as a consultant to review the curriculum and recommend program revisions to meet the personnel need of the community and to prepare students to become teachers. During fall and winter of 2010-11 academic year, the college developed a revised certificate curriculum, a new AAS degree, and a recommended transfer course list for implementation in 2011-2012. The new curriculum has been approved by the re-activated advisory committee and the college's Instructional Council. This curriculum re-bundles the content of the 1 credit weekend courses into 3 credit courses (still to be scheduled on weekends) eligible for professional development at childhood education agencies.

Fire Science AS Degree

The Clatsop Community College Fire Science Program has aligned its courses to closely match the U.S. Fire Administration's Fire and Emergency Services Higher Education (FESHE) Model Curriculum. FESHE standards are the Higher Education benchmark used by most community colleges in the nation. By utilizing a common curriculum found in these model courses also enable students at the College to effectively transfer to other fire science programs at other schools and for the College to readily accept students transferring in with courses that followed the FESHE model. Furthermore, the College's courses aligned with FESHE promote crosswalks for those students who apply their academic coursework in preparation for NFPA and EMS standards and certifications.

The Fire Science non-core programs are also aligned to the FESHE standard and follow the FESHE Model Curriculum for non-core courses as well. Non-Core courses allow for students to gain further knowledge in a variety of Fire Science subjects. The non-core classes include both fire and Emergency Medical Services (EMS) classes.

The Clatsop Community College Fire Science Program has learning outcomes that have been developed by faculty and have been approved by the Fire Science Advisory Committee which is composed of distinguished members of the local fire service. These outcomes are focused on creating a complete fire fighter/fire ground leader/fire instructor/ fire officer who will be an active and safe member of an organization's fire operations.

The Clatsop Community College Fire Science Program works closely with the Department of Public Safety Standards and Training representative to ensure that we are meeting appropriate learning standards. This partnership will allow us an avenue to aid students in the process of receiving State and Regional certifications. We also are working with the Pacific Northwest Wildfire Coordination Group (PNWCG) to issue wild land fire certifications that will be recognized on a national level. The Fire Response and Research Center (FRRC) is also an International Fire Service Accreditation Congress (IFSAC) approved testing site for the State of Washington. This allows fire service entities from Washington to use the FRRC for testing purposes. The IFSAC certification is a national and international certification process for fire fighters which allow them to gain employment in a wider geographic area.

Student achievement is charted via the use of task books and Task Performance Evaluations (TPE) that are placed in the student's file upon successful completion. Student progress is also documented by the creation of minimum passing standards for classes. Core, and non-core, Fire Science classes can only count towards the degree plan if the student earns a grade of "C" or better in the class. Students meet regularly with an advisor to keep up on their progress towards their degree and to ensure that adequate progress is being made in the student's course work.

Classes are sequenced so that a student may enter at any time during the course of the calendar year. It is suggested however that students begin their course of study with FRP 101 and FRP 151. These two classes can be taken at Clatsop or may be attained via articulation agreements with our surrounding high school partners.

Many of the subjects covered in the Fire Science program are touched upon in more than one course. A student will learn about fire codes in a wide variety of classes which includes Principles of Emergency Services (FRP 101), Intro to Fire and Emergency Services Administration (FRP 169), Fire Protection Systems (FRP 171), as well as Fire Codes and Ordinances (FRP 172).

Fire Science faculty (both full-time and adjunct) are the main developers of curriculum. The goals of each class are expected to be addressed by each faculty member in his/her classes. The utmost concern for Fire Science faculty is the achievement of our students. Full time faculty are available to students via traditional methods such as office hours and email; however, they also use such non-traditional methods such as Facebook and other social media. Fire Science full time faculty found that students are much more comfortable with these new methods than more traditional approaches.

Almost 100% of Fire Science courses require a research project of some sort. The form of the project takes is up to the individual instructor. The projects have included research papers, presentations, fire service inspections, fire code research, and the creation of lesson plans. Each of these project mentioned have required extra research by the students that utilized library and information resources.

Students who gain an AAS in Fire Science are prepared to work full time as professional fire fighters. The application process for fire department jobs is very competitive. Applicants who complete a Fire Science degree have a greater chance of gaining employment.

The AAS in Fire Science requires that students take the following humanities classes:

- Health and Fitness for Life (HPE 295)
- Intermediate Algebra (MTH 95)
- Fundamentals of Public Speaking (SP 111)
- Psychology of Human Relationships (PSY 101)
- A Social Science/Humanities Elective Class
- English Composition (WR 121)
- Technical Report Writing (WR 227)

Historic Preservation and Restoration AAS Degree and Certificate

One of the newest programs being offered at the College, Historic Preservation and Restoration began offering courses in Fall 2008 with a single course per term as a pilot. The full curriculum adopted by the College and approved by the state of Oregon was initially offered in Fall 2009.

The program was designed with input from professionals in the field and after review of similar existing programs at several other colleges throughout the country. The program content was developed over a several month period by faculty with input from the advisory committee based on the program's learning outcomes. These learning outcomes are reviewed with all students on several occasions. Learning outcomes for all courses are clearly identified on course syllabi.

Although the program has been intentionally set up to provide flexibility, prerequisites and offering times of core courses insure beneficial sequencing. The sequence of historic preservation theory and history courses provides students with the opportunity to explore critical issues in depth. The field workshop courses give students many opportunities to develop and use hands-on skills. General education and elective courses encompass a variety of knowledge and skills necessary for a well-rounded education.

The close integration of workshop courses with theory courses provides a robust synthesis between practical skills and theoretical knowledge. The capstone course taken in the last term requires students to synthesize knowledge and skills from all courses into a comprehensive project. Student achievement is documented through the assessment process. Samples of student work are periodically collected.

The program faculty has the main responsibility for curriculum development. All major program revisions are discussed with and approved by the advisory committee and the College Instructional Council.

Due to the small size of the college, there is adequate communication among faculty in different departments. The historic preservation and restoration program faculty work with library staff to ensure that adequate resources are available. Most core courses have online components that incorporate various information resources.

General education components span basic areas of knowledge including math, writing, human relations and computing. These components are integrated into core courses, making them relevant to the particular program area of study. Electives give students some flexibility to develop more depth in select areas.

The program includes a recognizable core of related instruction or general education with identified outcomes in communication, computation, and human relations:

Written communication: English Composition (WR 121) and Technical Report Writing (WR 227)

Computation: Intro to Integrated Software (MIC 145) or Intro to Computer Info Systems (CS 131)

Human relations: Psychology of Human Relations (PSY 101) or Small Group Discussion (SP 219)

Maritime: Seamanship One-Year Certificate, and Vessel Operations AAS degree

Clatsop Community College offers a seamanship one year certificate and vessel operations two year AAS degree for those students seeking employment in the maritime industry. The seamanship certificate is for those students intending to work on a maritime vessel in an entry level position. The two year maritime vessels operation degree is designed for those seeking higher level positions on maritime vessels. Upon completion of the second year of the program, students are eligible for the vessels operations AAS degree.

Completion of the seamanship certificate gives students the skills and knowledge to pass the US Coast guard Able Seaman exam and, those meeting USCG requirements, may complete the program with a Merchant Mariner's Document. Students completing the two year vessel operations degree will be qualified to work as crewmembers on research vessels, merchant ships, tugs, charter and passenger vessels, and commercial fishing vessels. Professional licensing is available to students who meet US Coast Guard requirements.

Medical Assistant One-Year Certificate

Students completing the program will have opportunities for entry level employment in a physician's clinic, hospital setting, or a variety of other health care settings. The medical assistant program prepares students to be an integral member of the healthcare delivery team. Program graduates will gain the experience and knowledge necessary to work in the patient examination room, administrative office, and the physician's laboratory. Students will learn a variety of skills including performing vital signs, phlebotomy, proper medical documentation, giving injections and many simple office laboratory tests. Job descriptions vary from office to office, but it is the medical assistant's responsibility to keep operations running smoothly and efficiently. Course work in the areas of anatomy, physiology, medical terminology, computers, office procedures, communication, psychology and math will be explored. In addition, during the course of the program, students become certified in cardiopulmonary resuscitation as well as basic first aid techniques.

Nursing: Practical Nursing One-Year Certificate, and Nursing AAS degree

The College offers an Associate Degree in Nursing with a four-term Practical Nursing Certificate option. After successfully completing four quarters of the ADN program, students are eligible to receive the Practical Nursing Certificate and may take the licensing exam for practical nursing (LPN). After successfully completing the two-year ADN program, students are eligible to receive an Associate of Applied Science - Nursing Degree and take the licensing exam (NCLEX-RN) for registered nursing (RN). The nursing program meets all requirements and is approved by the Oregon State Board of Nursing. Upon completion of the program, graduates are employed in a variety of health care settings including acute and long term care, public health, hospice and home health, and health clinics, schools, and incarceration centers. In addition, students are eligible to transfer to four year universities for completion of a Bachelor of Science Degree in Nursing.

Professional Truck Driving Less-Than-One-Year Certificate

The College's Professional Truck Driving less-than-one-year certificate is aligned with the Oregon statewide certificate under the same name and utilizes all courses in the curriculum set

forth by the Trucking Solutions Consortium. The certificate is further aligned with industry standards. Program content is consistent at all Oregon colleges offering the less-than-one-year certificate. The Trucking Solutions Consortium, including representatives from the College, meets annually to review the less-than-one-year certificate including success rates and program content.

The student learning outcomes for the certificate are stated in the college catalog and aligned with the statewide certificate. Outcomes demonstrate industry standards and what a student needs to be successful. Additionally, program outcomes are aligned with those approved by the Trucking Solutions Consortium, documented using a Nichols 5 column model, and reviewed annually to determine if adequate progress was achieved.

All classes meet the standards of the Trucking Solutions Consortium. Subjects covered in the core courses, including the topics of safety and vehicle knowledge, are weaved into the finishing school coursework with topics demonstrated in readings, workbook assignments, video presentations, lectures and hands on demonstrations. The program faculty place student achievement in the forefront by providing ample time within class for discussion, one-on-one time for individual student assessment toward class and program outcomes, and pre-tests for the driving skills assessments. The core Commercial Drivers License (CDL) courses provide the students with the necessary background and training to obtain a Class A CDL as well as preparing each student for the finishing school coursework.

Students who gain a Professional Truck Driving less-than-one -year certificate hold a Class A CDL with all endorsements except passenger and are prepared to work in the transportation and logistics industry in a wide variety of positions; including associated jobs such as warehousing and local delivery. Students who hold this certificate have an increased chance of gaining employment within the state due to the industry connection to the Trucking Solutions Consortium.

Finishing school courses provide students with additional breadth from the certificate, including courses in customer service and on the job training which pairs well with the core coursework. The finishing school portion of the program integrates informational resources by providing opportunities to research topics related to customer service subjects. Courses are offered as needed throughout the program year. Students are required to co-enroll in the core CDL courses but the finishing school courses can be taken in any order. The Customer Service Skills course is open to students either prior to or after the core courses are completed.

The program faculty (part-time) follow the standardized curriculum supplied and approved by the Trucking Solutions Consortium. All updates to the curriculum are provided by the Consortium and integrated into the existing courses.

Sustainable Energy Technician Certificate
(Aligned with the Oregon Green Tech Certificate)

The College's Sustainable Energy Technician Certificate is the newest program for the College, approved by the state of Oregon in 2010 with the first course offered through a consortium of community colleges in Winter term 2011. The certificate is aligned with industry standards and

has additional course content that prepares students for additional “Green Tech” career opportunities. The Sustainable Energy Technician Certificate prepares individuals for work in the sustainable energy trade with an emphasis on the growing fields of energy conservation and renewable energy production. Students gain the necessary knowledge, skills, and work habits regarding green industrial safety, predictive and preventive maintenance, electrical systems trouble shooting, and basic hydraulics; the College’s certificate is further aligned with the Oregon Green Tech Certificate.

Core Sustainable Energy Technician Certificate courses provide students with a well rounded knowledge of this field. The concepts of sustainability, safety, trouble shooting and preventative maintenance are concepts reiterated throughout the Certificate. General sustainable energy concepts are originally taught and then refreshed throughout the curriculum.

Courses are sequenced so students can enter at anytime during the year. All SET and EET courses connect to one or more program learning outcomes. Program learning outcomes have been developed by faculty and the program advisory committee. The faculty member will place student achievement as one main program goal making certain that learning is engaging and covers all learning styles with traditional lecture coursework tied to hands on labs. Assessment of student achievement will occur throughout the program including during the more traditional structured classroom assessments as well as through more qualitative assessments during one-on-one advising sessions. The full complement of assessments for student learning and the achievement of all program learning outcomes in the Sustainable Energy Technician certificate are still being determined as the program more fully develops. It is planned that the program will document student achievement through projects and modular curriculum completion.

The Sustainable Energy Technician Certificate provides students access to additional coursework in math, human relations, writing and communication. All courses have specific instructional learning outcomes which a student must fulfill to be successful. These additional courses allow students to gain additional employability skills that will complement the hands-on lab work in sustainable energy.

The faculty member will work with industry representatives in the Regional Advisory Committee to develop and update curriculum. Curriculum will be reviewed annually to determine if new processes, equipment usage, or assessments need to be integrated into existing coursework. The use of the library and informational resources is yet to be determined and will become structured once the program is fully offered.

This program prepares individuals for work in the sustainable energy trade with an emphasis on the growing fields of energy conservation and renewable energy production. Students gain the necessary knowledge, skills, and work habits regarding basic power generation principles, instrumentation, care and maintenance, and process controls. The first year of the program prepares individuals for work in the sustainable energy field with a foundation in electrical systems, hydraulics, industrial control systems, alternative energy applications, and basic industrial safety. Students can then continue on to the second year of the program emphasizing advanced sustainable energy concepts and work experience which allows students to apply all

their skills on a job site. The second year AAS degree is not yet fully implemented; the target date for that should be sometime in the AY 2012-2013.

Welding One-Year Certificate

The Clatsop Community College's welding program is a one year certificate program that follows the American Welding Society's (AWS) entry level welding requirements. This one year certificate program closely matches the internationally recognized AWS SENSE program. The core courses in this program are used throughout the welding instruction industry.

This competency based program will provide an individual with the prerequisite knowledge, skills, work habits and attitude required to perform routine, predictable, proceduralized tasks as defined by the American Welding Society. These entry-level welding tasks involve motor skills and limited theoretical knowledge and are performed under close supervision. Course curriculum follows the AWS specifications for qualification and certification of QC10-95 entry level welder. This program is one step on the ladder of skills the trainees may achieve in their quest for a rewarding career. People who are creative and enjoy mind-hand challenges will find opportunities for advancement and experience a great sense of pride in workmanship as they ply their trade.

Career Pathways Certificates

A Career Pathway Certificate consists of a grouping of credits (12 - 44 credits) that are wholly contained in an independently approved Certificate of Completion or an Associate of Applied Science (AAS) degree. The purpose for the pathway certificate includes:

- Acknowledging specific technical skill proficiencies to help a student qualify for a job or enhance employment opportunities;
- Providing a credential for a segment of a program;
- Providing educational options that center on needs of students;
- Providing flexibility to achieve specific competencies within a longer term career path; and
- Meeting minimum financial aid requirement (12 credits) as part of an approved One-Year Certificate of Completion or an Associate of Applied Science (AAS) Degree.

Clatsop currently has four Career Pathway Certificates in Medical Assistant, Seamanship, Retail Management, and Sustainable Energy Technician; and is in the processes of approving a fifth in Automotive Tech. All Career Pathway Certificates assist with developing new education avenues toward degree completion for current degree-seeking students (emerging workforce), job seekers (transitioning workforce) and employees seeking career advancement (current workforce).

The **Medical Assistant Pathway Certificate** prepares students for entry level employment in a physician's clinic or a variety of other health care settings by providing a credential to acknowledge proficiency in this technical skill area. This Pathway Certificate is in response to local and statewide need for entry-level Medical Assistants, identified by our Medical Assisting Regional Advisory Committee, the Oregon Labor Market Information System, and U.S. Department of Labor which expects at least 35% growth locally, statewide, and nationally.

The **Seamanship Pathway Certificate** prepares students for entry level employment as a seaman in the maritime industry. Upon completion of this pathway certificate, students will have

the skills and knowledge to continue studies to complete the Seamanship One-year Certificate and/or Vessel Operations Associate of Applied Science Degree. This program will also assist students in obtaining the basic skills and knowledge to continue their studies towards the United States Coast Guard Able Seaman document exam. Those meeting USCG requirements and having the commensurate deck service time, may qualify for a U.S. Merchant Mariner's Document.

The **Retail Management Pathway Certificate** prepares students for beginning leadership responsibilities in the retail industry which, according to the Oregon Labor Information Market Information System, is expected to have a local job growth rate of 17.3%. Upon completion students may be able to take on additional duties in marketing, financial management, supervising employees, purchasing goods and services, and monitoring sales transactions. Students can also choose to continue their education by gaining a Less-Than-One-Year Certificate or Certificate in Retail Management.

The **Sustainable Energy Technician Pathway Certificate: Maintenance and Repair** is designed for persons intending to work in the sustainable energy field and provides coursework in electrical/mechanical system maintenance and troubleshooting, energy efficiency, and "green" customer service. Students completing the Pathway Certificate will gain the basic sustainable energy knowledge, skills, and work habits with emphasis on the growing fields of energy conservation and renewable energy production.

The **Automotive Technician Pathway Certificate** is designed to prepare students for an entry-level position within the automotive repair industry. Completion of the Pathway Certificate provides students with better entry-level skills for employment and increases the skills competency levels of those already employed, which may provide additional salary compensation, responsibilities, and/or advancement. This certificate will also encourage students to further their studies in the Automotive field through certificate and degree programs by demonstrating to them that they can complete a core set of courses which are connected to more opportunities.

Arts and Ideas

The College's Arts and Ideas series serves to connect the community with the college using the College Performing Arts Center 4 blocks north of the main campus. The purposes of the series include enhancing the cultural and intellectual environment of Clatsop County, providing support to local community performing arts groups, providing a venue for community sponsored public events, and supporting the instructional purposes of the College. The College also seeks to operate the series without requiring general fund support. To accomplish these ends, in the Fall of 2008, the College employed a coordinator to plan, support, and maintain the support structure for the series

Community partners with the Arts and Ideas series include the North Coast Symphonic Band (and subsidiary ensemble groups), the North Coast Chorale, the North Oregon Coast Symphony, the Astoria Music Festival, and Coast Community Radio. The latter is the sponsor for a monthly children's radio show on Saturday mornings, *The Troll radio Review*.

Continuing Education

Continuing Education is an integral part of the total educational program at the College which is incorporated into the Education for Life/Workforce Training Department and reports to the Dean of Workforce Education and Training. The department's mission for programs in continuing education (workforce and customized training) is to assist businesses with identifying their learning needs and delivering training to ultimately increase performance. For example, training topics may include hiring and supervising, job analysis, customer service, computer software, new employee orientation, safety and regulatory, hospitality service, medical, and industrial and manufacturing. In addition, there is pre-employment preparation for job seekers, refresher workshops, and skill upgrading. Training is geared to meet the scheduling needs of business and staff, and the general public.

Advisory Committee members (including part-time faculty and business/community members) provide input into future course offerings and provide a qualitative evaluation of the program. In addition the public are encouraged to provide input into future course offerings, which is promoted within the Education for Life/Workforce Training quarterly schedule.

Program coordinator reviews each course outline submitted as a potential class to make certain that it meets the mission of the department and aligns with a minimum of one program outcome. Once approved, it is sent to the College's curriculum specialist for the final alignment according to state standards policy and procedures and approved by the Dean of Workforce Education and Training.

Continuing Education Units (CEUs)

A Continuing Education Unit (CEU) at the College is used to record an individual's participation in formal classes, courses, and programs following state policy and procedures. The CEU or comparable measures apply only to non-credit offerings. The CEU course records have a notation that distinguishes them on the official transcript from credit course work. CEU course outline documentation is kept in the Education for Life/Workforce Training Department. CEU courses are provided with a separate course number as determined by the curriculum specialist. Students are charged \$30 for a transcript fee for each CEU class.

Education 4 Life

The Education for Life program offers a variety of interesting and informative educational, cultural, and personal enrichment noncredit classes and workshops that meet the community's changing needs. Education for Life classes are taught by local community members who have an expertise in a particular subject area and want to share their knowledge with local residents who want to continue the pursuit of life-long learning, whether it be through self-improvement or personal enrichment.

Advisory Committee members (including part-time faculty and business/community members) provide input into future course offerings and provide a qualitative evaluation of the program. In addition the public are encouraged to provide input into future course offerings, which is promoted within the Education for Life/Workforce Training quarterly schedule.

Program coordinator reviews each course outline submitted as a potential class to make certain that it meets the mission of the department and aligns with a minimum of one program outcome. Once approved, it is sent to the College's curriculum specialist for the final alignment according to state standards policy and procedures and approved by the Dean of Workforce Education and Training.

The Education for Life program includes a learning-in-retirement organization, ENCORE (Exploring Concepts of Retirement Education), who are retirees and life-long learners dedicated to providing quality classes and learning opportunities for adults who are 55 or older. ENCORE offers a broad spectrum of programs meeting the cultural and educational needs of its members and promotes an environment that fosters personal growth, vitality and celebrates life-long learning. ENCORE is a dues-paying membership organization sponsored by the College, but members may attend free any or all of the ENCORE scheduled classes in which they are interested, accept where special fees may apply. ENCORE courses are each College academic quarter which cover a wide range of interests and subjects. Members also participate in quarterly social events arranged by member committees. Each year, a Board of Directors is elected to govern the organization in partnership with the college. The Education for Life Coordinator is the liaison from the College to the ENCORE Board.

Foundations Institute

The Foundations Institute is a concept that provides an integrated cohort experience for students whose placement scores call for skills improvement before attempting college study. The Institute is intended to create a learning community in which students

1. Are able to remedy skill deficiencies using as rapidly as their efforts allow,
2. Does not unduly postpone transition into college-level coursework,
3. Provides a substantive context for their learning while earning college level credit within the skill development environment, and
4. Supports initial student study in a course relevant to their educational goals.

When fully realized, each Foundations group would work together in reading, writing, mathematics, and study skills. Each group will study a topic that requires exercise of these skills and which is substantive as scholarly discipline; this is usually a trade book that addresses a contemporary cultural phenomenon. Currently the developmental language arts and developmental mathematics instructors are developing discipline specific approaches to individual skill development. Math is instituting individualized math study using the ALEKS system in the Emporium delivery model.

Starting Spring term 2011 the Developmental language Arts Instructor will be abandoning texts and tests and begin using the COMFIT software learning system for both developmental reading and math. Students are assessed through the program which then develops a programmed study plan for them to bring them up to college level. This program was highly recommended by developmental education teachers, including Elizabeth Smith from the State College of Florida. Ms. Smith states:

“Consistently, over the past seven years, my sections using Comfit have had the highest class average of all the sections on this campus on the state grammar exam.”

Full implementation of the Foundations Institute will take several years, requiring proof of concept of its several parts before becoming the College's official format for supporting student improvement of the skills needed for college study. Existing corollary academic support services include the following.

Literacy Services: The College sponsors a literacy development program for those who lack the ability to read. Since basic literacy instruction is best offered one-to-one, the service is staffed by volunteer tutors coordinated by the Volunteer Tutor Coordinator, who selects, trains, and monitors the services of these tutors. Funding comes from the College general fund supplemented by a WIA, Title II grant.

English as a Second Language: Students with literacy skills in a non-English language enter ESL instruction to develop facility in English. ESL classes are conducted separately from other language skill instruction, and students are assessed with tools suitable for their needs. Sections of ESL are held on the main campus, in Seaside, and in a community center in an Astoria neighborhood with a high population of native Spanish speakers. Funding comes from the College general fund supplemented by a WIA, Title II grant.

Adult Basic Education: The College provides instruction to students who have limited formal education and/or score at low levels on the CASAS Assessment. Instruction is conducted in a multi-level environment using individualized learning plans and small group breakout sessions. Students proceed through their studies as quickly as they are able, using CASAS assessment results to monitor progress. Multi-level sections are offered on the main campus during the day and the evening, in Seaside, and in Clatskanie. Funding comes from the College general fund supplemented by a WIA, Title II grant.

PreGED: Students whose skill level exceeds the basic level described above continue their study in the multi-level classroom but use more challenging materials aimed toward the content expected in the GED curriculum. Study expands beyond reading and writing to includes developing arithmetic skills Funding comes from the College general fund supplemented by a WIA, Title II grant.

GED: As students without a high school diploma reach skill levels equivalent to high school, students continue in the multi-level classroom studying the content areas required to succeed on the GED examinations. Students are referred to the Testing Center when they demonstrate their readiness on practice GED exams. Funding comes from the College general fund supplemented by a WIA, Title II grant.

GED graduates and other entering students who demonstrate the need for skill development on the COMPASS placement test are referred to skill development courses to prepare for college-level work. The college is in the process of structuring these services in an integrated way under the aegis of The Foundations Institute (describe below). The purpose of the Institute when fully developed is to put students needing skill development into an individualized environment encouraging rapid skill improvement in a context that reduces students' wait to begin progress on their certificates or degrees.

Currently, students evidencing the need for language arts improvement are referred to the current iteration of the Institute. Instruction in reading (RD080 and RD090) and writing (DCO010 and DWR031) are combined in a multi-level credit environment (eligible for limited financial aid). Students develop skills while reading and writing about a current popular issue. When students achieve writing skills sufficient, they are referred to WR040, Introductory English, taught by the transfer writing faculty.

Students whose placement test scores indicate the need for improvement of mathematics skills are referred to the mathematics department for enrollment in its sequence of developmental mathematics courses. Until recently, a student with very low skills could take almost 2 academic years to prepare for college-level math. With the implementation of a curriculum and instruction redesign based upon the Emporium model (described below) using ALEKS, most student will be ready within in less than a year. Students at the lowest COMPASS score still will be referred to MTH010, Math Improvement, where the main instructional task is to overcome math anxieties and establish a pattern of computational success. Students then will move as quickly as their efforts enable them to do through pre-algebra and algebra, ready for college level math study.

Analysis of the progress of students through the foundational skills course offerings of the College is a useful measure for student attainment of their educational goals. Analysis of student persistence and achievement helps the College ensure that when program requirements change, a pathway exists for students to complete the new direction for their educational journey. Knowing the extent of students' foundational skill needs in any given year provides the College with important information about the amount and frequency of course offerings in the foundational skills area. Finally, measuring the success of students at the next level once they have been have achieved the foundational skills needed to be successful to attain their educational goals informs the College about the effectiveness of their foundational skills course offerings.

Small Business Development Center (SBDC)

The SBDC provides one-on-one business advising and individual training as well as seminars targeting business owners and managers. Seminars cover a range of topics including starting a business, marketing, business plan development and financial matters. In 2010 and continuing in 2011, these services included customized training for weatherization contractors delivered in partnership with Community Action Team and Enterprise Cascadia.

Small Business Management Program (SBM) Services

Since 1979, the Small Business Management Program has provided services to assist small business owners to achieve their goals through improved organization, management, operations and marketing of their businesses. The program includes a practical once-a-month classroom session which covers a variety of business topics, provides group discussion, and allows participants the opportunity to exchange ideas with other business owners. The courses over the three year period cover a variety of subjects, including financial control and management, supervision, sales and marketing, inventory control, quality control, accounting, customer relations, and computer applications. In addition, the SBM services support monthly visits to businesses by the SBM instructor providing a personalized application of classroom subjects and an analysis of each business to assist with developing a sound plan for growth, expansion and

greater profits. The instructor/student relationship during these visits is confidential. At the conclusion of the three year SBM program participants receive a certificate of completion.

Oregon Coast Community College Non-Credit Course Offerings

In addition to credit degrees and certificates, OCCC offers Basic Skills (Adult Basic Skills, Adult Secondary Education, English for Speakers of Other Languages), Small Business Development, and Community Education courses. The Basic Skills and Small Business Development areas are under the control and responsibility of the assigned Oregon Coast staff. These areas are reviewed periodically by their respective state authorities.

Oregon Coast maintains records on non-credit course enrollment. At this point non-credit continuing education courses are not transcribed, although the SharkNet data system would enable it do so at a future point if desired.

Student Support Resources

Students at Clatsop Community College are supported by a centralized, one-stop center for student services. At this location, students can apply for admission, apply for financial aid, enroll in classes, pay their accounts, receive funding, explore career opportunities, receive assistance for disabilities, and apply for graduation.

Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Policies regarding students' rights and responsibilities are approved by the College Board and are available for review on the Clatsop Community College website at <http://www.clatsopcc.edu/student-resources/student-issues-and-handbook>. Students are notified of the location of those policies in the student handbook http://www.clatsopcc.edu/sites/default/files/file/student_handbook.pdf. In addition, policies related to the student code of conduct, discipline, appeals and complaints are available at <http://www.clatsopcc.edu/student-resources/student-issues-and-handbook>. Student complaints and student discipline issues are resolved through the Dean of Student Services office following the established policies.

The College employs a Disabilities Specialist who provides the necessary accommodations for students. Contact information for prospective and current students is published in the catalog (p.18) including the TTY phone number. Contact information is also available in the Student Handbook (p.71) and on the College website at <http://web.clatsopcc.edu/student-resources/student-support-services/disability-services>.

The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Student Admissions Policies -To qualify for admission to one of the College's degree or certificate programs, students must be 18 years of age or older, or possess a high school diploma or GED. In addition, students must complete a placement evaluation prior to admission. Placement test waivers are offered to students who can demonstrate competency in previous college coursework in math, & writing or by producing COMPASS or ASSET placement scores from another institution in math, writing, and reading. Placement testing results identify the start level for incoming student course options.

An exception to this requirement is made for high school students attending the College under dual enrollment programs who meet college graduation requirements their last quarter of dual enrollment. These students may apply for admissions and petition for graduation their last term of dual enrollment attendance. Their graduation requirements follow the catalog year they began as a dual enrollment student.

Admissions policies are published yearly in the institution's Catalog and address not only new student admissions, but also policies on transfer and readmitted students. In addition, the Recruitment Coordinator regularly visits all area high schools to meet with potential students. During these meetings, the Coordinator advises students of the College's admissions policies and answers any student questions about the process.

The College also has a nursing program with a competitive admissions process, and guidelines for applying to this program are clearly stated in the College Catalog. Detailed information about the program's admission requirements is also available in the nursing program packet, which is updated annually for accuracy.

While the College is an open-door institution, it does reserve the right to deny admission to applicants whose admission is judged to be potentially detrimental to the institution. In these cases, the Recruitment Coordinator discusses the reasons for denying admission with the Director of Enrollment Services and the Dean of Student Services to determine whether those reasons are sufficient for withholding admission.

The College has approved policies regarding the Student Code of Conduct (6. 212), Student Discipline 6.215P, Student Complaint process 6.220P, Student Sanctions for Violations 6.212 and Compliant Resolution process 6.220. These policies have been published in the Student Handbook until this year. They are available at the College website at <http://www.clatsopcc.edu/student-resources/student-issues-and-handbook>. The website is available to the public and students are provided free access to computers and the internet on campus.

The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

In support of its educational mission the College encourages student clubs on campus.

College policy (4.770) requires that each club have a College faculty or staff member as its advisor and who is approved through the associated student government. The College requires that “all staff serving in such official capacity direct the activities of students in a reasonable manner and in accordance with College policies and procedures” (policy 6.235).

The College policy (6.325) in regard to student organizations clearly states that student organizations “which contribute to the learning environment will be facilitated in reasonable ways by College staff and through the use of College resources. Such organizations will abide by the law, College's policies and procedures. This policy applies to on-campus organizations. It is not intended to restrict the organization of students into groups which function apart from College programs or the College premises. Voluntary student-organized clubs not directly related to the instructional program may meet on the College premises subject to the procedures developed for this purpose.”

The College has an associated student government, student clubs, *Rain Magazine* a literary publication, and *The Bandit* a student newspaper. The Associated Student Government is funded from the College general fund and is part of the annual audit of College finances. The oversight of ASG is provided by the Dean of Student Services and staff and faculty mentors who meet weekly with these students.

The Bandit is a student newspaper, funded by the College and advised by a faculty member. Typically the newspaper is published six times a year. *The Bandit* staff develops its own editorial policy <http://www.clatsopcc.edu/student-resources/clubs-activities/clubs-organizations-directory/bandit-student-newspaper> which is discussed with the College. However the College Freedom of Expression policy (6.230) allows that while “content must follow the accepted canons of journalism” *The Bandit* may express ideas not approved by the College administration. But in every case “opinions must be disclaimed as not necessarily those of the College or the Clatsop Community College body.”

Rain Magazine has published the works of Clatsop Community College students and other community members for over 40 years. It is the product of the Literary Publications course and has a faculty advisor who works with students to produce an art and literature periodical. *Rain Magazine* operates under the same policy as *The Bandit* mentioned above.

Safety and Security

Trained College facilities staff provides security to students and staff during operating hours and additional security staff are on campus in the evenings and weekends. Policies and procedures regarding campus safety have been developed and distributed to employees through a safety handbook made available during the fall in-service. A campus safety committee meets regularly to identify and eliminate potential threats to the safety of staff and students on campus. Safety Captains assigned to each of the campus buildings, make sure that appropriate evacuation procedures are followed. Information regarding campus safety is published in the Student Handbook, and the annual Campus Safety Report (See “Campus Safety Report” in Accreditation Resources) is published and accessible on the College's website.

Recruitment and Admissions

The Recruitment Coordinator actively engages with local high schools counselors and students to ensure awareness of the College's programs and admissions requirements. A variety of information events are held throughout the year targeting first time freshman, returning students and adult learners. On campus admissions advising is available through walk in and scheduled appointments. In addition to admissions information, prospective students receive information about financial aid, student resources, and institutional policies.

The institution's Student Success program is a collaborative College-wide effort involving students, administration, faculty, and staff committed to ensuring the success of all students by providing an environment conducive to teaching, learning, and personal growth. New Student Orientation is a key component of the Student Success program. Goals of the Student Success program include fostering a sense of place and a connection to the Clatsop learning community and to helping students make informed choices about courses, majors, and careers which will strengthen self-esteem and personal growth.

College Information Provided Students

The institutional mission and core themes are published in the catalog (inside front cover) and on the College website at <http://www.clatsopcc.edu/about-ccc/mission-vision-values/mission-statement>.

Admissions requirements and procedures are published in the College catalog (p. 4) and on the College website at <http://www.clatsopcc.edu/getting-started/admissions>. Additional information about how to be admitted is found in the Student Handbook (p. 60). Along with this information the College offers a series of class sessions in local high schools called the College Bridge Program. High school seniors are advised of requirements and procedures for being admitted and financing their educational objectives.

Grading policies are published in the catalog on page 14 and 15, and are also published in the Student Handbook on page 77.

The College catalog contains specific and complete information about its academic programs (p. 44-82), course descriptions (pp. 82-133), learning outcomes and completion requirements. This information is printed on the pages associated with each pathway, certificate and degree. The course sequences for math, reading and writing are published in the catalog (pp. 134-136). Course prerequisites are found in the course descriptions (pp. 82-133), and a suggested course sequence is found with each pathway, certificate and degree.

Professional information about administrators, supervisors and full-time faculty is found in the catalog beginning on page 137.

For the past several years the Student Code of Conduct and Student Rights and Responsibilities have been published in the Student Handbook which is provided to all students (p. 88). Currently this information is published on the College website under Student Issues and Handbook at <http://www.clatsopcc.edu/student-resources/student-issues-and-handbook>. This site is accessible to the public. In addition, students have free access to computers and printers on campus and

may access this information from one of several computer labs or from a bank of computers in the Student Services Center.

Tuition, fees and other program costs are included in the class schedules and in the online registration section of the College website. Community Education class schedules include this information and are mailed to residents of the county.

Policies and procedures are provided in the catalog (p.5) and online at <http://www.clatsopcc.edu/student-resources/register-classes/refund-schedule-drop-dates>.

Specific financial assistance information is published in the catalog each year (p. 7-9) and contact information is published in the Student Handbook (p. 74). The College website provides detailed information for new and continuing students and is located at <http://www.clatsopcc.edu/student-resources/financial-aid>.

The Academic Calendar is printed in the catalog (inside back cover) and on the College website at <http://www.clatsopcc.edu/academics/academic-calendar>. In addition students are provided a bookmark with important dates in the Student Services Center.

Nursing: The nursing program at the College is approved by the Oregon State Board of Nursing (OSBN). Graduation from the practical nursing certificate program or the AAS-Nursing degree program qualifies the graduate for licensure as a licensed practical nurse (LPN) or registered nurse (RN), respectively. The nursing program is approved until October 2011, at which time a survey visit will occur by OSBN.

Welding: To receive a welder, welding operator, or tack welder welding performance qualification a person must pass tests for the welding process that they are performing, and the AWS code they are working under. At CCC we are able to proctor welding tests and then send the samples to a qualified testing facility in order for a student to receive their welding certificate.

The College catalog (p.38 ff) and program brochures include information about the each of the College programs including learning outcomes, job description, employment opportunities and potential earnings.

Student Records

All student data stored electronically is located on CCC servers in a secure server room. Access to those records is controlled via application and database security. All records are backed up to a disk array, located in the same server room, nightly. Full backups are also written to LTO tape on a weekly basis. Weekly backups are moved to a safe deposit box for storage.

Currently student records are stored in the Student Services Center. However, the College has obtained and has begun using an imaging system and is in the process of storing the images on its server for backup and storage. The College follows and complies with federal and state records retention requirements.

The College complies with FERPA requirements for confidentiality and release of student records. It has within its administrative software the capability to withhold student records when requested. In addition it has an automated system that allows students to choose individuals to whom the College may disclose such information. This permission may be revoked by the student through the Registration office and expiration date is attached to the record to indicate when the permission will be revoked. P 6.025 Student Records

Student Information

Publications on the Scholarship and Grant Programs, and information on other financial assistance is readily available in many formats for prospective and enrolled students, parents, faculty, staff, and community members. The College website contains a wealth of information on the aid programs, eligibility requirements, budgets, packaging policies, satisfactory progress, and other relevant financial aid information. The Financial Aid Office also makes available to students materials prepared by the U.S. Department of Education and the Oregon Student Assistance Commission. The College's Web site cites numerous other links to financial aid and scholarship web sites. Computers for student use are available at several locations on campus to research scholarship and financial aid information and complete forms on-line. The College Catalog also indicates how to access more information. Additional financial aid and scholarship information is posted on a bulletin board in front of the Student Services Office. Work-study jobs are published annually on the College web site for students seeking employment, as is information on how to access student loans. The Financial Aid Office also hosts College Night annually, giving graduating high school seniors and their parents an opportunity to learn about financial aid, scholarships, admissions and other areas of interest.

Clatsop has some unique programs for providing financial aid to students, including two established in September 1996. First, full-time financial aid students who do not have insurance, and are not eligible for other health insurance, qualify for charity emergency medical health coverage, subject to funding availability, at Columbia Memorial Hospital in Astoria, under an agreement between the Hospital and the College. In the second program, the Adult Student Housing (ASH) fund disburses approximately \$30,000 annually through the scholarship application process toward students' housing costs.

Financial Aid Award Package

The Financial Aid Office administers a comprehensive program of grants, loans, work-study employment, agency funding and scholarships. Information regarding the categories of financial assistance is published and made available to prospective and enrolled students on the College's web site, in flyers, and in materials presented at Financial Aid Workshops and College Night.

The College's funding package for the most needy students in the 2010-2011 award year attempts to ensure that Independent students with the lowest EFC (under 2400) may have over 82% of their cost of attendance, and dependent students may have over 99% of their cost of attendance, funded with Title IV and institutional grant aid, on a first come, first served basis. Other students may see more loan funds offered in their aid packages due to decreases in available funding. Individual awards for the Oregon Opportunity Grants were reduced by approximately 30% and only 38 students qualified for a grant at our Community College in

2010-2011, compared to 245 in 2009-2010. More students have applied for aid in the 2011-12 year, so not every qualified student will receive the full funding. The information below show the increases in Pell and Loan funding that have occurred for the 2010-11 aid year to date as compared to the 2009-10 aid year.

	Headcount 09-10	Awarded 09-10	Headcount 10-11	Awarded 10-11	Headcount Difference	Award Difference
Pell Grants	346	\$1,460,128	648	\$2,383,616	187.3%	163.2%
SEOG	159	\$121,384	150	\$116,025	94.3%	95.6%
Oregon Opportunity Grants	278	\$375,821	56	\$71,194	20.1%	18.9%
Subsidized Loans	185	\$595,401	292	\$826,436	157.8%	138.8%
Unsubsidized Loans	214	\$537,454	257	\$893,157	120.1%	166.2%
Totals	1,182	\$3,090,188	1,403	\$4,290,428	118.7%	138.8%

Work-study

The College has made a significant effort to reduce students' debt burden by more broadly distributing work-study awards. Surveys and historical data indicate that significantly increasing the numbers of students utilizing their work-study awards may be harder than expected. Students give a number of reasons for this:

- They could not fit work study into their class schedules;
- They were already working;
- They did not understand that work study was employment;
- The wages were too low;
- They did not know they had work-study funds.

To address some of these issues, the Financial Aid Office has revised the information being published about the work-study program and published the jobs list online. Wages for work-study students were increased from \$6.50 an hour to a graduated wage rate beginning at \$9.65 per hour in 2009-2010. The Financial Aid Office has worked more closely with students to establish off-campus community service positions for those students already employed in that sector and has increased the percentage of community service positions to 38% of the total work-study allocation. The Financial Aid Office is also working more closely with and receiving support from the Human Resources Office to encourage students to work in the program. In 2009-10 students earned all of the work-study allocation available to the College and it is anticipated that more students will be inclined to take advantage of this opportunity in 2010-2011.

Scholarships

The College has made a significant effort to reduce students' debt burden by increasing gift aid, including institutional aid and scholarships. The College has made an institutional commitment to annually increase institutional aid to students and has done so over the last several years.

The College continues to explore opportunities for increasing need-based scholarship funding for students. The College has received \$50,000 in a matching scholarship grant from the Miller Foundation for the last 2 years and is receiving a third year \$50,000 matching grant for 2010-2011. This required the College to raise \$50,000 per year in new scholarship funding for each of the 3 years of matching grant. In addition, the College has received \$800,000 from the Towler Estate which has been placed in the College Foundation for distribution of the interest each year in the form of scholarships to students.

The Scholarship Committee, consisting of two faculty members, two service and supervisory and one classified staff, and the Financial Aid Director as a non-voting Chair, continues to ensure consistent and fair distribution of scholarships. The Financial Aid Office provides administrative support to the Committee which selects scholarship recipients. Once the scholarship recipients are chosen, the Financial Aid Office processes the awards and notifies students. Most of the scholarships have a need component as part of their eligibility criteria, but some are merit-based.

Loans

The College continues to be concerned about the increasing loan debt of students, however, loss of grant funding and increases in costs of attendance make student loans one more alternative some students may need to help fund their education.

Monitoring of the Student Loan Program and Loan Default Rate

The institution regularly monitors its student loan programs and the institution's loan default rate. To determine a student's remaining loan eligibility, the College monitors the total amount of loans a student has received by reviewing the Student Aid Report and information from the National Student Loan Data System (NSLDS). Enrollment and current address information for students who have received Direct Loans is submitted to the NSLDS when students withdraw from or stop attending classes, or drop below half time. In addition, the College reports enrollment information every 60 days via the National Student Loan Clearinghouse Reporting System.

The College requires students who borrow through the Direct Loan Program at Clatsop for the first time to complete the Department of Education's on-line Loan Entrance Counseling, during which time they receive information about the types and amounts of loans available, budgeting, estimated repayment amounts, loan payment deferments and cancellations, and other relevant information. These students must also complete a loan request, borrower's rights and responsibilities, and promissory note. Students who have previously borrowed under Clatsop's Direct Loan Program must annually complete a Loan Request in order to receive a loan. Graduating students who have borrowed under the Direct Loan program at Clatsop are notified each winter term of the requirement to complete the Department of Education's on-line Exit Counseling. At that time, students are given information on loan repayment obligations, deferments and the importance of keeping in touch with the Direct Loan Servicing Center, as well as other relevant repayment information. Students who cannot complete the exit interview on the Web site are mailed an exit interview packet containing information on loan repayment obligations.

Under the College's Loan Default Management Program, the College's default rate has declined significantly over the last few years, from 18.5% in 2000, to 4.3% in 2009, due to a reduction in the number of loans (173 in 2004 and 106 in 2008) and having one financial aid staff member focused on communicating with students when they begin their repayment and again if they miss payments. The reduction in the number of loans was due to the College choosing to fully fund the lowest income students with grant and work-study funding. With the increase in the number of students applying for aid and the loss of state grant funding, this is no longer possible. The

Financial Aid Office notifies students of their repayment obligations when they graduate or leave school and again when they are going into repayment. The Financial Aid Office also reviews the Late Stage Delinquency Reports sent by the Department of Education and corresponds with students who have missed loan payments. Loan default rates are monitored annually by reviewing the draft cohort information distributed in January by the Department of Education, which shows students included in the default rate calculation to ensure the calculation is accurate. The College's default rate can fluctuate considerably from year to year, due in part to the small number of loans the College makes, and to the nature of the student population. With staff cuts due to budget reductions and the implementation of the new 3-year cohort default rate, the College's rate is expected to increase significantly over the next few years, as seen in the table below.

Year	2-Year Rate	3-Year Trial Rate
2010 (for the 2008 year)	10.3%	NA
2009 (for the 2007 year)	4.3%	12.4%
2008 (for the 2006 year)	7.5	11.2%
2007 (for the 2005 year)	8%	12.9%

Institutional Accountability

Several provisions are in place to ensure institutional accountability of the financial aid programs. They include monthly, quarterly and annual reconciliation of Title IV programs between the Financial Aid Office, the Business Office and the Department of Education; yearly audits; internal separation of duties between the Financial Aid Office and the Business Office for awards and disbursements; continual review of Department of Education regulations and guidelines, and annual staff training.

Students receiving financial assistance are informed of any repayment obligations via letter when they withdraw or stop attending. They are given 45 days from the date of notice to repay or make arrangements to repay the funding. After the 45 days expire, student accounts with funds owed to the Department of Education are forwarded directly to the Department of Education, while student accounts with funds owed to the College are forwarded to the Oregon Department of Revenue for collection.

Academic Advising

Advising of incoming students is a two step process. All students who declare they are degree seeking are assigned an initial advisor who meets with the student the first time the student seeks advising on campus. Five initial advisors see all students as part of their campus responsibilities. The initial advisor helps new students navigate through the initial maze of placement testing, degree and course requirements and prerequisites, and helps to map a course of study over one to two years (or more) toward degree completion. Initial advisors are very knowledgeable in their area of program advising, in regards to curriculum and prerequisites, and are able to guide new students through the confusion of "what do I do now." Initial advisors are also able to refer students to special services such as veteran's assistance, disability services, financial aid, tutoring services, and programs such as the PLUS and TRIO programs. Initial advisors give students maps of campus, an advising packet, help with registration, and information on bus services and orientation days.

The second step of the advising process involves the College faculty. New students are assigned to a faculty advisor, and each faculty member is actively involved in the student advising

process. Each faculty member is assigned up to 25 advisees, with an attempt to match student major area of study with the faculty member's area of interest and expertise. It is typically the case that a faculty member within the program area a student selects as a major is the advisor for students in that field. Faculty members follow up with what has been started with the initial advisor, advising and mentoring students throughout their tenure at the College. Advisors assist students with financial aid petitions and help students complete graduation petitions. Faculty have access to an advisee's academic records and receives academic updates or progress reports for students not meeting satisfactory progress. Faculty are then able to contact students, and lend assistance in getting the student the help he/she needs.

Information about academic advising is published in the student handbook (page 59). This material informs students about the role and responsibilities of an academic advisor.

Co-curricular Activities

In support of the its Learner Centered core value the College offers limited co-curricular activities to its students, including Associated Student Government (ASG) and student clubs. To be sanctioned, clubs must submit an application to be approved by ASG that includes its purpose statement and provides ASG with information about the club's leadership and advisor. A College faculty or staff advisor is required for all campus co-curricular activity groups.

ASG operates under its approved policies and procedures and the Dean of Student Services serves as its advisor. These policies and procedures are published on the College website <http://www.clatsopcc.edu/student-resources/clubs-activities/associated-student-government>.

While the College and OCCC does not offer intercollegiate athletics it does provide co-curricular opportunities through Associated Student Government (ASG) and campus clubs. There are no special admissions requirements for students to participate in these activities. No financial aid awards are given to any co-curricular program.

Associated Student Government members are reimbursed for a designated number of work hours depending on their position and are required to enroll for a specific number of credit hours maintain a specific grade point average related their position. More information is available at <http://www.clatsopcc.edu/student-resources/clubs-activities/associated-student-government>.

Auxiliary Services

Food Service: The College contracts food services with J. Windsor and Company, a local food service provider. The food service location on the main Jerome campus is known as the Café and is located in the upper level of Columbia Hall. The kitchen and service area is complemented by a warm, relatively quiet and inviting open seating area with tables, chairs and a wonderful view over the Columbia River and the Willapa Hills. Since the opening of Columbia Hall in January 2010, the Café has become a magnet gathering place for students, faculty, and staff. The energy level during peak periods of the day is vibrant and helps create a stronger feeling of community.

The Café is open year-round. Reasonably priced dining options (\$.50-\$7.00) are available in the Café Monday through Friday from 7:30 a.m. to 3:00 p.m. The hours of operation are fixed to meet the highest demand based on the greatest number of students on campus. Hours of operation do vary in summer in relation to the schedule of classes and activities (e.g., the campus

is closed on Fridays during the summer, so the Café is closed as well). After 3:00 p.m. and on weekends, vending machines are available throughout the campus.

The selections available at the Café include: hot breakfast and luncheons to order; prepared sandwiches, salads and baked goods; and, espresso to order, coffee and cold beverages. Many fresh vegetable and fruit selections are available, in addition to the items of more common interest. And, vegetarian requests can be accommodated. The Café staff also provide catering services and, on occasion, special food events, during the lunch hour.

Bookstore: The College operates the Bookstore as a self-supporting auxiliary enterprise. It is located on the ground level of Columbia Hall, a central, visible location on campus. The completion of Columbia Hall has enabled the Bookstore to provide much more convenient, available service to students. Moving to this location has provided the opportunity to better display required course materials as well as offer students more choices of support materials and supplies. The Bookstore is a very attractive venue with a comfortable environment, excellent student service orientation and strong visual appeal.

The Bookstore is self-supporting, requiring no subsidy from the College. Management of the facility has been strong and forward looking. Plans are currently underway to offer textbook rentals and e-books. Consideration is also being given to how the Bookstore can have more general appeal to students, i.e. being a destination for a greater variety of goods and services pertinent to student life. The intent is to offer “spirit” goods and sundry items other than course books and materials that will aid in strengthening students’ identification and relationship with Clatsop Community College.

Distance Education Identity Verification Process

Clatsop Community College’s Distance Learning offerings fall into two categories – those courses that originate at the College, and those that the College can “host” from other community colleges in Oregon. OCCC also participates in a similar manner in Distance Learning and follows the College’s identity verification process for students at OCCC taking these courses.

Online courses that originate at Clatsop Community College are taught by full-time and part-time instructors employed by the College. The courses that are offered are chosen by the faculty member in consultation with the appropriate dean and approved the Vice President of Instruction. These are courses that support the College’s curriculum and programs as well as help ensure open access to high quality learning opportunities for the people of our region, especially working and place-bound students.

Through the College’s consortial “host/provider” agreement with other colleges in Oregon, online courses offered by “provider” institutions are also available to the College’s students. The courses that we choose to “host” are ones that are applicable to our curriculum and match, in number of credits, course description, and outcomes, those courses that the College lists in its catalog. Each term the choice is made in collaboration with the Dean of Learning’s Office on the basis of need and coordination with the College’s programs. These courses are transcribed here and are treated like other Clatsop classes. All administrative coordination is handled by the Distance Learning Office.

Clatsop Community College currently uses *Blackboard Learning System™ - Enterprise License* (8.0.494.5), however, the College will be upgrading to *Blackboard Learn™ Course Delivery - Enterprise License* (9.1.40071.3) in Spring 2011. Our course management system (CMS) is the main delivery method for online courses originating at Clatsop, for hybrid courses, and as a supplement for well over 60 courses each term. The Distance Learning Coordinator is available to students, faculty, and staff who need assistance and instruction in navigating Blackboard. When a faculty member unfamiliar with the CMS decides to offer an online course or to use the CMS as a supplement to a course, the Distance Learning Coordinator schedules a customized tutorial session.

Distance learning courses offered by Clatsop Community College are included in the schedule of classes available to students on the Clatsop web site. When students register, they consult with the Distance Learning Coordinator for more information and for authorization to register for courses. Authorization can include a brief orientation as well as a consultation on the student's understanding of the online course delivery. The Distance Learning Coordinator meets, where possible, with each new prospective online student and through a series of questions and an explanation of the procedures, assesses the general likelihood of individual student success in the online course and prepares students for the online delivery method. For authentication, each student receives a unique username and password based on the date-of-birth and social security number. Each online class they enroll in at Clatsop Community College has its own unique password and also requires an additional password, either their student I.D. number or their social security number. Instructors use the same indicators of academic dishonesty for online students as they use in the classroom.

Oregon Coast Community College Student Support Resources

OCCC offers students attending at their locations appropriate learning environments and safe physical environments. Additionally OCCC provides students access to instructional support services like the library, study areas, wireless connectivity for learning, a new website still under development, expanding use of Moodle for expanded access to resources outside the classroom, and overall increased uses of instructional technology to inform and educate. Student services at OCCC are focused on individualized service.

OCCC recruits and admits students with the potential to benefit from its educational offerings. Academic advisors recruit at high schools in Lincoln County and at regional college/career recruiting fairs. The Aquarium Science and Nursing limited entry programs at OCCC engage in additional recruitment activities. OCCC's yearly highlights publication, placed throughout Lincoln County, is an additional recruiting tool. Students are provided with relevant academic information during new student group advising/academic orientation sessions, required individual advising appointments for continuing students, and the catalog, and the searchable schedule on the website.

In the rare circumstance that a program is eliminated, OCCC makes provision for students pursuing the program to complete it in a manner fitting to the particular circumstances. For example, when the Hospitality and Tourism Program, an online program hosted as part of the

Chemeketa partnership, was eliminated due to the end of the Chemeketa partnership, students pursuing the program could do so online directly through Chemeketa without loss of credit or additional time for completion.

OCCC publishes on its website and catalog information about the college's mission, vision, and strategic themes; general admission and limited entry program requirements; academic programs and courses, including program outcomes; rules, regulations for conduct, rights and responsibilities; tuition, fees and other program costs; and policies and procedures refunds and withdrawal from enrollment. OCCC grading policies follow those of the College and are published on the college website and in the OCCC catalog.

OCCC also complies with the Clery Act [20 USC § 1092(f)] for reporting all specified crime on or adjacent to college property. The crimes included in that report are sexual assaults, hate crimes, arson, and other serious events.

Opportunities and requirements for federal financial aid are on OCCC's website and are completed aligned with the College. Information regarding additional financial aid opportunities (Oregon Coast Community College Foundation Scholarships) is also available on the website and is administered to financial aid recipients in accordance with the College's financial aid policies.

Annual academic calendars are prepared by the Dean of Instruction and reviewed and approved by OCCC's Council of Curriculum and Instruction and the OCCC Board. OCCC's academic calendar closely follows the College's academic calendar so that procedures related to financial aid, grades and transcript procedures are aligned for efficiency and accountability.

Career and technical program information in the catalog and on the website is updated regularly and contains accurate information on the eligibility requirements for state or national licensure, as well as brief descriptions of occupations for which the training is intended.

OCCC is transitioning from paper student files to electronic student files and the College is supporting their efforts during the transition. All student data stored electronically are located on the College's servers in a secure server room. Access to those records is controlled via application and database security. All records are backed up nightly to a disk array, located in the same server room. Full backups are also written to LTO tape on a weekly basis. Weekly backups are moved to a safe deposit box for storage. OCCC is in the initial phase of implementing the imaging system purchased by the College and supported at OCCC two site licenses. Scanners are located at both the North County campus and the Central County campus for OCCC. Student paper files are stored in locking file cabinets in a locked records room in Student Services at OCCC's Central County Campus.

OCCC, like the College, complies with FERPA requirements regarding student records. The new data system, the same system recently purchased by the College, allows student disclosure options for those attending at OCCC to be viewable by those who require access to student records and disseminate student information. This is a significant improvement for OCCC staff and faculty from their previous contractual relationship with Chemeketa.

OCCC, as part of its contractual accreditation through the College, is required to follow the College's federal financial aid policies and procedures. Financial aid requirements and procedures are published on OCCC's website.

Consistent with its mission, student needs, and institutional resources, OCCC provides numerous Foundation Scholarships. The Oregon Coast Foundation has awarded over \$130,000 in student scholarships for the last two years and will again for the Academic Year 2011-2012. These scholarships were made possible partially because of the Miller Foundation matching grant program, offered to all Oregon community colleges over the past three years. A new Serve, Earn and Learn service learning scholarship was created this year through an endowed fund of \$280,000 and a start-up fund of \$20,000. OCCC also offers through its Foundation an Oregon Scholars program which provides full-ride, two-year scholarships to local Lincoln County high school students graduating with a 3.5 or greater cumulative grade point average. The Foundation Scholarship Committee at OCCC works closely with OCCC's Student Services to ensure equitable distribution of scholarship funds and adhere to donor wishes.

OCCC received a five-year, \$450,000 S-STEM (Scholarships in Science, Technology, Engineering, and Mathematics) grant from the National Science Foundation. This grant provides scholarships of up to \$9,000 per year for students studying in the Aquarium Science program at OCCC. OCCC is currently mid-way through the grant period. To date twenty-seven students attending OCCC have received S-STEM scholarships, the average award being \$7,400 per year.

Students at OCCC, for the purposes of federal financial aid, are considered Clatsop Community College students and therefore abide by all of the College's financial aid policies, including repayment obligations. This information is provided on OCCC's website. The two colleges work closely regarding federal financial aid and communicate regularly by email, phone, and meetings. With the beginning of our contractual relationship, the College hired a new financial aid person designated as the Oregon Coast Financial Aid Coordinator. The College has also included OCCC by IP Video in the College's Appeals Committee meetings held at the beginning of each term.

OCCC has two highly qualified academic advisors that advise all its students, including those in the two limited entry programs. They are assisted, as necessary, by OCCC's Director of Student Services. Advising is delivered using both small group and individual appointments. General advising information, as well as term specific information, is available on the website.

Students attending at OCCC currently have the opportunity to participate in Associated Student Government, and if qualified, Phi Theta Kappa. Students in the Aquarium Science program at OCCC may join the Aquanauts and nursing students may participate in the Student Nurses Organization (known as SNO). A previously sanctioned club at OCCC, the Triangle Club, is being revitalized due to current student interest. A faculty member at OCCC has recently volunteered to work with students interested in starting a debate club. Students may also contribute to or be involved in the publication of *Waves*, the college literary magazine published annually. An OCCC faculty or staff advisor is required for all campus clubs sponsored at OCCC.

OCCC's Bookstore contributes to the institution's mission and intellectual climate by providing accessible and affordable resource materials for students and faculty. Conveniently located at OCCC's Central County Campus, the Bookstore offers a variety of textbooks, study aids and other materials that enhance the quality of the learning environment. Books and other supplies can be ordered by students at OCCC's other campuses and transported to their destinations by courier. Input from the college patrons and demand for products help dictate what services are provided at the OCCC Bookstore.

Library and Information Resources

The College's library serves the students and the local community with 30 online research database resources, 30,000 books and media materials, and 115 periodicals, with a helpful staff of seven.

The Clatsop Community College Library, the Dora Badollet Library, supports the College's mission "by providing the resources, services, and instruction to support the teaching and learning of all students, staff, faculty, and to all possible extent, the greater community." Current goals include:

- Creating an *accessible* library by providing seamless access to resources for library users, as well as adequate facilities, library hours, and staff to support instructional needs for individual students and the institution
- Being *responsive* to instructional needs, providing print, print-non-print, and electronic resources to support and enhance the teaching and learning process
- Serving as a *nimble* library, open to new technologies and ideas that are necessary to maintain relevance and importance in the ever-changing landscape of information

The library offers a variety of information resources, stressing electronic resources over print, an emphasis that mirrors a societal shift in the use of information. Many of the library's resources are available through its website, <http://lrc.clatsopcc.edu>, including a vast array of subscription-based, online databases. These databases are accessible to all students and the College's faculty and staff on and off campus. They contain a wide variety of resources, including journal, magazine, and newspaper articles, as well as reference material, primary sources, and statistics. Library users may also search the online catalog from the library's home page for print and print-non-print items in the library, some 30,000 items. Additional resources and services include Interlibrary Loan through the ORBIS Cascade Alliance courier system.

The library is accessible to the College and the local community at the main campus seven days a week, excluding holidays, with 24/7 access through the College website. During the 2009-10 and 2010-2011 years the Director and six full-time and part-time employees provide reference and instruction, circulation, acquisitions, audio visual, and distance education services. Due to budget cuts and staff reductions beginning July 1, 2011 include the elimination of the Learning Resources Director, as well as the Audio Visual Technician. These losses will likely impact the number of hours the Library can remain physically open to the campus and public. Audio-visual services have been shifting over the past several years to installations in smart classrooms; still, some support services to faculty and staff using instructional technology on the campus will be diminished from current service levels.

The Reference & Instruction Librarian collaborates with faculty to interweave information literacy into the curriculum. This includes the provision of Information Literacy (IL) instruction to students in a variety of forms, including class presentations, the embedding of information literacy in course outcomes, a 1-credit Lib127 course, and the design of online tools to assist students in the use of information.

Because IL is most effective and most comprehensively taught when embedded in the curriculum, the librarian works with faculty across campus to tailor IL instruction to specific curriculum (See *Example of IL Instruction and Assessment for Fall term 2010* in Accreditation Resources).

IL is also a required component of the Writing sequence in the Associate of Arts for Oregon Transfer degree. Specifically, as a result of taking WR 123 - Research Writing and WR 227 - Technical Writing, students will be able to:

- Formulate a problem statement
- Determine the nature and extent of the information needed to address the problem
- Access relevant information effectively and efficiently
- Evaluate information and its source critically
- Understand many of the economic, legal, and social issues surrounding the use of information

In addition to face to face instruction, the librarian designs online tools, such as screencasts, to help students search for, find, and access information, as well as evaluate and cite information accordingly.

Through monthly library staff meetings and ongoing feedback from library users, the Dora Badollet Library remains current by assessing, weeding, and adding information resources. Feedback from students and faculty is obtained through respective and annual surveys. The Library Director also plans to organize a community advisory group in the 2010-2011 to obtain feedback from the community.

Further, the library uses campus meetings, the library web pages, campus email, and the social networking site, Facebook, to communicate and obtain feedback about its resources and services.

The library sends out regular emails to faculty and staff about library resources, programs, and services. The Reference & Instruction Librarian presents this information at faculty meetings, and because of the small nature of the College, the library staff communicates relevant information to individual faculty and all departments. Formal feedback about services and suggestions to the collection are gathered through an annual Faculty survey.

The library staff completes an annual student survey, faculty survey, and self assessment in which the quality, adequacy, and utilization of the collection is assessed. The staff also continuously assesses the collection through the weeding of irrelevant items and assessment of database usage statistics. Voyager, the library's Information Library System (ILS), has recently been upgraded and also serves as a statistical tool to reflect the utilization of the library's collection.

All computers in the library – staff, public computers, and those in the student lab – are maintained by the College’s Computer Services department which updates hardware, software, and oversees the security of the computers. Starting in the Fall 2010 the College established a new Instructional Technology Technician position, under the supervision of the Learning Resources Director. This technician keeps an inventory of and maintains all computer lab software, as well as providing basic support for students and faculty in all instructional labs.

The library requires a photo ID to check out items from the library. No social security numbers or driver’s license numbers are used on user records. Library staff guards user privacy and does not release any user information, including checked out items or borrowing history. All of this information is kept in the library’s ILS under password protection. Non-staff are not allowed in the work area unless accompanied by a staff member.

Library online databases are procured in three different ways:

1. Purchases solely on its own.
2. Obtains through the Oregon statewide licensing program.
3. Purchases through a consortium – the Orbis Cascade Alliance. All of these databases are accessible to only students and campus staff and faculty. From on campus this is accomplished through IP authentication. From off campus, users sign in using their last name and student/employee ID number. This is verified through a proxy server and authentication tool called Ezproxy.

The library has no security detection gate to monitor the removal of physical items from the library. There are not sufficient funds to purchase one. However, the campus security office is located in the library. Security is available during library hours.

Oregon Coast Community College Library Services

Oregon Coast Community College’s Library provides varied, authoritative and up-to-date resources in a variety of formats including print, online full- text or images, and other media such as DVD and streaming video to meet the needs of its users. Resources are provided both onsite and remotely for access from all campuses and to distance education users. Collection currency and vitality are of utmost importance and is accomplished, in part, through judicious weeding. Availability of web-based content through e-books and online databases, the Oregon Coast Library supports all of the institution’s educational programs by providing appropriate physical and electronic resources allowing both onsite and online faculty to create effective learning environments.

Planning for OCCC Library and Information Resources are guided by data that include reviews of the institution’s current curriculum, reviews of specific library and information service areas, and solicited feedback from faculty, staff, students, and administrators. In addition, OCCC librarians use outside review sources to plan for and acquire library and information resources appropriate to the institution’s mission and values.

OCCC librarians utilize the Association of College and Research Libraries’ (ACRL) Information Literacy Competency Standards for Higher Education to provide a framework for assessing the information literate individual. Librarians work continually to collaborate with faculty to ensure

that the use of library and information resources is integrated into the learning process. OCCC's Library website includes an area just for faculty with information about information literacy, sample assignments and an electronic form encouraging faculty to invite librarians into their classrooms for information literacy instruction sessions. OCCC Librarians also regularly demonstrate and present to faculty new technologies and resources utilizing information literacy principles. The OCCC Library also schedules a computer classroom for faculty teaching activities involving hands-on use of computer or internet resources.

In accordance with ACRL's Standards for Libraries in Higher Education, OCCC librarians work collaboratively and cooperatively with other departments on campus to inform, present, demonstrate and provide appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support the programs and services offered at OCCC, wherever and however they are delivered. In addition to providing focused library instruction sessions for faculty, types of appropriate instruction and support provided by the OCCC Library include assisting users in daily business communications, offering training workshops, making handouts and guides available in the library and on the library's website, and acquiring professional development and technology training resources.

The library at OCCC, in accordance with ACRL's Standards for Libraries in Higher Education, attempts to regularly and systematically evaluate the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements. Within budgetary constraints, the OCCC library staff take into consideration the continual need to upgrade technology, the increasing costs and use of online services, the Library's growing responsibility to provide integrated information literacy skills, the institution's reliance on consortial services, the condition of dwindling financial resources for collection development, and new developments in how scholarly information is published and distributed. The OCCC Library occasionally surveys its users about its various products and services, and also attempts to collect student evaluations of its in-class information literacy sessions.

Financial Resources

The College has been a good steward of the financial resources provided by student tuition, student fees, state funding, local property taxes, grants, and state timber sale funds. These present times are challenging in trying to maintain services when several revenue streams are slowing or reducing their levels of support.

The College has been able to maintain sufficient cash flow and reserves to support programs and services up until this fiscal year. Given recent reductions in state funding due to negative state forecasts, this College, along with other community colleges in Oregon, is depleting financial resources in order to serve the increased enrollments that have occurred due to the economy. The College has had to borrow funds on a short-term basis (approximately 30 days) to deal with timing of anticipated tax receipts for operations. Three-year operational budgets are prepared and reviewed as budgets are prepared, and a variety of funding scenarios are used to prepare budgets. The College is currently preparing for a significant budget reduction for FY11 and beyond. Long-term debt obligations are funded by timber revenues, and the College is no longer using timber revenues as part of the general operating budget of the College.

Oregon state statutes prescribe policies, guidelines and processes for legally complying with budget development. The College follows these requirements. In addition, prior to publicizing the budget as required by law, the College develops the budget and communicates budget information through regular Board meetings, the shared governance structure of President's Council, and meetings with bargaining unit leadership to provide ample opportunity for dissemination of budget information.

College policies and procedures related to financial management are located in policy sections 1000 – Board and 3000 – Business of the College's policy and procedures manual. These policies are based on requirements in the Oregon Revised Statutes (ORS) 341 Community Colleges and ORS 297 Local Budget Law. In addition, annual audits require a section on stewardship that provides information on how the College budgets and compliance with local budget laws.

The Board of Directors reviews a budget to actual statement of revenues and expenditures for all funds at each of its monthly meetings. A narrative report is also provided explaining variances that may occur.

Any funds the College has beyond normal operating needs are invested in the Local Government Investment Pool maintained by the Treasurer of the State of Oregon.

The College captures financial information through its use of SeaNet. This administrative information software was developed by Rogue Community College for its own use, and it has licensed it for use by Clatsop and three other smaller community colleges. The system follows generally accepted accounting principles and the College has an effective system of internal controls as evidenced by reports in its independent annual financial audit.

The College budgets for small equipment on an annual basis. The College had considerable deferred maintenance until funds were approved for the renovation of the Jerome Avenue campus and the State made Go Oregon funds available. With the completion of these projects, maintenance contracts have been procured for the major infrastructure components so that deferred maintenance will not be a problem in these areas in the future. Debt schedules have been prepared to ensure timber revenues will provide for payments.

The College relies on the general operations and the auxiliary enterprises to be independent from one another. Several years ago, the general fund finally had to formalize the long-standing "loan" that had occurred between the funds due to the on-going subsidy of the food service operation. Although that subsidy is recorded on the books of the College, the food service operation has been unable to repay the general fund, and it is unlikely that will happen in the near future. The possibility exists that this could occur with the operation of the maritime vessel, *M/V Forerunner*; therefore, operational expenses and revenues are under constant review.

Each fall the College undergoes an external financial audit by an appropriately licensed and qualified certified public accounting firm. The results are communicated directly to the Board of Directors in a public meeting. The audit is also posted on the College's website.

Student financial aid and various instructional programs are supported by the Clatsop Community College Foundation, a separate 501(c)(3) organization. The financial information about the foundation is included in the financial audit of the College since it is considered a component unit of the College.

The Bylaws of the Foundation state its purpose in relation to the College:

This corporation's primary purposes shall be:

- a. To provide tuition, book, and/or fee scholarships for students attending Clatsop Community College;
- b. To provide loan programs for students attending Clatsop Community College;
- c. To provide support to the program, faculty and staff of Clatsop Community College

In addition, a written agreement between the Foundation and the College (last updated 9/9/2008) specifies the responsibilities of the parties regarding the investment and management of specific College endowed funds.

The College and the Foundation do not have a written agreement that defines all aspects of the relationship at this time. The College currently provides administrative support to the Foundation and works collaboratively to increase the assets of the Foundation for the benefit of the College.

Oregon Coast Community College Financial Resources

OCCC conducts an extensive budgeting process that begins every January and ends with the adoption of the budget in June. Financial planning reflects all available funds that detail a realistic development of financial resources to ensure the going concern of OCCC. Careful monitoring of budget to actual revenues and expenditures allows OCCC to maintain sufficient cash flow to cover its liabilities.

OCCC's board meetings are public as is the budget creation. A committee of fourteen (seven board members and seven constituents) approve the budget document created by staff. The College's auditors audit the budget process for compliance with Oregon budget law and issue an opinion annually. The College has a public comment period before and after the budget is presented. OCCC's budget offers a conservative projection of resources. Fiscal stability, academic quality and community service continue to be priorities of the College during budgeting and forecasting phase.

The OCCC Board hires a firm of certified public accountants licensed in the State of Oregon to conduct an annual audit. Currently the auditors come out twice a year and annually present to the board and public their findings. The College adheres to generally accepted accounting principles (GAAP) which the annual audit confirms compliance. Adherence to GAAP ensures timely and accurate financial information. The College relies on an effective internal control system to produce quality financial information.

In May of 2004 the constituents of OCCC passed a facilities bond with the majority of construction being completed by Fall 2010. Through the process, OCCC has contracted with a professional construction management firm to continually monitor the budget and construction

phase of the \$30M project. The passage of the May 2004 bond measure has allowed OCCC a great investment in capital that did not drain resources for educational purposes.

OCCC has one enterprise which is the bookstore. The bookstore is carefully monitored throughout the year and during budget time. Excess resources are transferred to general fund.

The OCCC Foundation Board of Directors adopted a Statement of Principles of Stewardship in December 2004. This document defines the ethical responsibility of OCCC Foundation Board members in their role as trustees of the financial funds of the Foundation. Other documents that define the Foundation's role regarding financial management include an Investment Policy, adopted July 2004 and a Gift Acceptance Policy revised and adopted July 2010.

The OCCC Foundation, a separate 501(c) 3 organization, provides financial support for student scholarships and college programs (notably Nursing and Aquarium Science). A separate yearly audit is conducted for the Foundation in conjunction with the college's audit. The Foundation pays for its portion of the audit. OCCC does not have a written agreement that defines its relationship with the Foundation.

Physical and Technological Infrastructure

During the Commission's last comprehensive accreditation visit in 2001 major concerns were shared about the state of the College's physical plant resources. The problem predates the 2001 accreditation visit; the College has had inadequate facilities for more than three decades. In the past few years, however, the diligence and perseverance of the College paid off with the final collection of sufficient financial resources to implement the Jerome Campus Redevelopment Project (JCRP). Since fall, 2008 the College has been operating within a construction zone as old facilities were demolished, a new building was constructed, and existing facilities were given moderate to virtually total renovations, remodeling, and retrofitting. With the completion of Phase B of the JCRP in fall, 2010, the campus has been reborn into a physical plant resource in which the campus can be proud, students can be served, and the community can view as finally becoming a "real" college campus.

Facilities

With the recent remodeling and infusion of Go Oregon funds, the College can say it is maintaining its facilities in a manner so they are accessible, safe, secure and sufficient in quantity and quality. The design of the new and renovated facilities was accomplished by involving the faculty and staff in what their needs would be. While a lack of funding prevented all requests from being met, the majority of them were, and the College has experienced a considerable upgrade to the facilities. Service contracts have been put in place so major infrastructure components will be covered when warranties expire, thus preventing some of the deferred maintenance the College has experienced in the past. The College is currently able to provide 24/7 security coverage between security personnel and custodial staff working beyond the 8 am to 5 pm working hours.

When building a new science facility, the College prepared an inventory of all chemicals in the chemistry department, identified hazardous materials that needed disposal and engaged the services of an outside contractor to dispose of this waste. The department is now on a semi-

annual review process for disposals. This is coordinated through the facilities department. The other area that requires constant review is materials stored at the MERTS facilities. The College has recently identified some materials that need disposal, and efforts are underway to remove these items.

The College's Board of Directors developed a master plan for physical development during the process of renovating the Jerome Avenue campus. The State Office of Community Colleges and Workforce Development has asked for due diligence documents regarding next phases of development of the campus, and the College has submitted them for the next building on the campus. Discussions are currently underway to also discuss future possible plans at the MERTS campus.

Equipment is currently sufficient in quantity to support institutional functions; however, the College was unable to provide new furnishings due to budget constraints in the building project. This is an area where the College needs to do some additional planning and fundraising to be able to replace outdated furnishings.

Oregon Coast Community College Facilities

OCCC has made considerable progress in constructing and maintaining exceptional physical facilities since the 2006 accreditation visit it participated in when affiliated with Chemeketa Community College. The new facilities are accessible, safe, secure and sufficient in quality and quantity to ensure healthful learning and working environments that support the institution's mission, programs, and services. Due to the passage of its first facilities bond for the construction of permanent instructional facilities in 2004, OCCC has been able to erect three campuses as well as having construction underway on an Aquarium Science Program facility. The locally approved facility bond of \$23.5M was augmented by a series of capital bonds approved by the Oregon Legislature: \$4.5M in 2005; \$3M in 2007 and \$2M in 2009. After operating for the past two decades in a variety of leased spaces, OCCC now has dedicated instructional and support space that exceeds standards for a healthful and productive educational environment. OCCC moved into its buildings along the following timeline: North County: Summer 2008; Central and South: Summer 2009. The Aquarium Science Building will be ready in Fall 2011.

OCCC complies with the "Right to Know" laws for handling hazardous wastes on campus. Material Safety Data Sheets are on file and disposal procedures are included on these documents. OCCC does not have a written policy at this time. Very little hazardous waste is generated at any of the three OCCC sites. Thompsons Sanitary Service is the service provider for hazardous waste disposal for OCCC.

Master Plan

For the initial assessment of facility needs and development of an appropriate master plan to establish the capital projects, OCCC used the following resources: Oregon Coast Educational Needs and Facilities Master Plan (1998), *The Nelson Report* (1999) and Student Opinion Surveys (1994, 1996, 1998, 2000, etc.). In March 2005, a project user group was formed with representation from full-time faculty, instructional management and administrative staff to begin program planning for the new facilities. During Summer 2005, OCCC took a bus full of faculty, staff, and community members to Southwestern Oregon Community College to assess its

facilities and make comments about best practices relating to facilities. Over the last five years of construction, weekly meetings with contractors have been held to adjust, modify and refine building plans to make sure that the end result reflects what is needed for OCCC. The buildings' infrastructure is state of the art and built to be Silver Certified to LEED standards. The design of the building provides adequate classroom, office, and common space for the college experience.

Technological Infrastructure

Technological Infrastructure has also taken a huge step forward with the migration from an antiquated data management system to a modern, fully functioning database system that has allowed the campus for the first time offer online registration, online payment, real time enrollment assessments, and increased reliability in entering and retrieving student information in order for campus personnel to complete their work more efficiently, accurately, and reliably.

With the renovation of the Jerome campus facilities, the College was able to upgrade technology infrastructure to support computer systems and telephony. In addition, backup power supplies were installed and have proven to work as we have experienced some power outages in the area. Computers are always in demand; however, the College charges students a technology fee dedicated to funding technology replacements.

Clatsop Community College operates on a Windows Active Directory network consisting of approximately 30 Windows 2003 Servers, 2 Sun Servers running Solaris 10, and 2 Linux Servers. Staff and student file and print services are available throughout all of our campuses, and are logically separated by routing multiple VLAN's through a Cisco ASA 5520 firewall.

Management and operational data is housed in SeaNET, a relational database written and maintained by Rogue Community College. That system runs our student and financial operations, including admissions, registration, course management, accounts payable, accounts receivable, general ledger, etc. The system runs in a Windows 2003 environment. Security is a mix of Windows Active Directory permissions, and permissions put in place at the database level.

Academic programs are provided on the campus network in the form of specialized software used for individual courses that are housed on file and application servers. All students are given a network account upon registration, and are provided with secure storage space for schoolwork, as well as printing resources. The campus has three 20-seat teaching labs, an 18 seat Macintosh-based graphics lab, a 20 seat CAD lab, several smaller labs, and a 32 seat open computer lab available to students during regular library hours. In addition, all interior campus spaces are provided with wireless access to the internet. Online courses are housed in CCC's Blackboard installation.

The College has recently reorganized personnel so that a technology instructional technician is available to faculty members to support their classroom efforts. On-going training has been provided to users of the SeaNet administrative information system; however, this training has been better in some areas than others. Personnel from Rogue Community College are available to assist; however, no training manuals exist for their product so staff members have had to learn things by experimenting rather than having adequate training opportunities.

Many tutorials and other instructional materials are available to staff and faculty on the College's SharePoint site. These detail how to use everything from the telephone system to email, the student information system, Blackboard, etc. In addition, training courses are offered to faculty and staff any time that new software is installed or a major version upgrade appears. These courses typically range from one to three hours, and each are offered at multiple times to ensure maximum opportunities for attendance.

Computer Services' staff are offered training in various formats on the technology that the College uses, including live classes, web classes, video training and books. Cross-training among the Computer Services staff is highly encouraged.

The College Technology Committee made up of faculty and staff meets monthly to discuss on-going technology needs. The committee consists of five faculty members, the Director of Computer Services, one student, and one person each from the offices of Instruction, Student Services, College Services, Human Resources, Publications and Marketing, and the Learning Resources Center. The committee is chaired by a representative of Instructional Services, an indication that the technology infrastructure is ultimately to serve the educational mission of the College. The committee meets monthly to discuss institutional needs for technology and to prioritize technology initiatives and expenditures. The Committee is reviewing its charge and preparing recommended changes to its priorities, membership, and operating structure.

The committee's charge (See Technology Committee Charge in Accreditation Resources.) is as follows: *As guided by Mission and Objectives of the College and in support of Goals established by the College's Strategic Plan...*

- a. *Assess institutional needs for and opportunities to benefit from the application of technology*
- b. *Develop cost / benefit analysis and implementation plans for identified applications of technology*
- c. *Develop and maintain a current prioritization of identified applications of technology*
- d. *Recommend annual budget for expenditure of student technology fee*
- e. *Review and approve an annual Technology Plan incorporating the above.*
- f. *Monitor implementation of each year's Technology Plan*

The College's three-year rolling Technology Plan (See 2010-2013 Technology Plan in Accreditation Resources.) identifies the most effective ways to allocate the technology fee students pay. The technology expenditure plan is updated several times per year. The plan outlines, among other things, replacement schedules for installed technology. The College attempts to maintain a four year replacement cycle, budgets permitting, for computers, servers, and network infrastructure. Besides replacement schedules, the three year plan outlines and prioritizes new technology initiatives, helping to guide spending of the College technology fee.

A sub-group of this committee works with the College's three-year rolling technology plan that identifies the most effective ways to allocate the technology fee students pay. The technology expenditure plan is updated several times per year. The plan outlines, among other things, replacement schedules for installed technology. The College attempts to maintain a four year

replacement cycle, budgets permitting, for computers, servers, and network infrastructure. Besides replacement schedules, the three year plan outlines and prioritizes new technology initiatives, helping to guide spending of the College technology fee.

Oregon Coast Community College Technological Infrastructure

The OCCC Library has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered. The Library and Commons areas provide more than twenty computer workstations with printers for use of its patrons. Students, faculty and staff have priority access to onsite computers and other audio-visual equipment and electronic technologies available. Community members may use library computers for up to one hour per day. OCCC provides up-to-date, quality classroom technology in all of its classrooms. OCCC also provides both standard videoconferencing capability, as well as web conferencing for staff meeting use as well as for both classroom and online teaching.

As technology evolves daily it is hard to keep current with the latest advancements. OCCC has a high quality Audio Visual system in each class room and in several meeting spaces. Computers are available for students and guests. The instructors and staff have adequate computers. The college purchased high quality printers which are accessed via the college network. The phone system is state of the art “VOIP” voice over internet protocol.

The OCCC Library provides appropriate instruction and support in the effective use of technology and technology systems related to its programs, services, and institutional operations for faculty and staff usually in the form of training workshops offered periodically to new personnel and for review. OCCC library staff also provides support by assisting faculty and staff in the role of troubleshooter or consultant. OCCC offers computer classes for students, and OCCC library staff provides immediate personal assistance to students who are onsite. For distance education students, the OCCC Library offers telephone and email assistance, as well as guidance to helpful online resources.

OCCC also provides or has provided training for instructors and staff for variety of tools and applications that support instruction and instructional services including: Moodle for course online and web-enhanced course delivery, SharkNet data system, use of Google partnership site applications, telephones, audio/visual equipment, telephony, and simulation training for nursing. Trainings are provided at staff in-service, focused workshops and informal sessions by instructors and staff with a growing body of expertise in the use of a give tool or application.

OCCC has a new state of the art Information Distribution Cat 5 and 6 backbone. Fiber Optic connection to the World Wide Web insures high speed connectivity. The campus buildings are connected with fiber optic cable insuring a virtual high speed network between users. The specialized rooms used to house this equipment are over sized allowing the college to grow in compactly over many decades.

Instructional staff are included in the planning for technological infrastructure. As a major player in the college’s technological infrastructure, the OCCC Library and Media Services consistently offers input into planning opportunities affecting technology in institutional operations,

programs, and services. This includes doing research on and making recommendations for classroom presentation equipment, educational software, videoconferencing software and equipment, an array of student computer lab resources, and miscellaneous multimedia resources for use by faculty and staff.

Requests for soft and hardware upgrades are filled as the ever shrinking budget will allow. Several grants are either pending or in application process which will add equipment to increase our distance learning, video conferencing, and computing capabilities.

Within budgetary constraints, and without the aid of a formal institutional technology update and replacement plan, OCCC Library and Media Services attempts to develop, implement, and review regularly a technology update and replacement plan to ensure adequate support for operations, programs, and services. This includes replacing library use computers and peripherals, keeping software up-to-date, and upgrading library use computers with additional memory, new hard drives, etc. when in between cycles.

CHAPTER THREE: Institutional Planning

Clatsop Community College has an evolving and increasingly engaging process for participatory planning. Modifications have been made throughout the past ten years to strengthen the College's strategic planning. This chapter outlines how this evolutionary process has taken place, and where its development currently stands.

Back in 2001, the College developed a three-year strategic plan (See Appendix B: *Clatsop Community College Strategic Plan 2001-2004*). While having a multi-year plan had its uses, the plan ultimately did not receive frequent attention. Some of the objectives in the strategic plan did not have clear measures, hampering the College's ability to assess progress. The first cycle of continuous planning was completed with a progress report for the 2001-2004 strategic plan in January 2005. While certainly items listed in the plan were accomplished, the direction for the College was not as clear as the campus had hoped by outlining a multi-year plan.

In 2004, the College's still relatively new president, Dr. Greg Hamann, implemented a single year strategic plan (See Appendix C: *Clatsop Community College Strategic Plan 2004-05*). The measures of the operational areas listed were more clearly measurable. In the progress report on the plan's effectiveness, data was available to demonstrate the effectiveness of various components. However, the shift from a multi-year plan to an annual plan seemed to carry with it two impacts on the continuous strategic planning process: one, the plan read more like a list of projects than a strategic approach to planning and continuous quality improvement; and the annual plans did not represent strategic goals that persist beyond one year's effort and synthesize the College's ongoing efforts of mission fulfillment.

Similar plans were prepared for 2005 and 2006 (See Appendix D: *Clatsop Community College Strategic Plan for 2005-06 Board Approved 6/23/05* and Appendix E: *Clatsop Community College Strategic Plan for 2006-07 Board Approved 7-11-06*) As these plans became more familiar, they actually grew longer and lost focus. Still, important improvements and institutional progress were being made. Much of the time and energy on the college campus and in the community was focused on the potential relocation of the college campus and getting the voters to pass local construction bonds. On campus the major development was in establishing a program review process based on learning outcomes, identifying institutional student learning outcomes, and the creation of a standardized faculty evaluation process.

In 2007, the College had a dense list of strategic goals that in actuality seemed more like a composite "to-do" list for the College administration. This list was gathered and organized by members of the President's Administrative Team (PAT) with inconsistent input from each operational area and with little integration between functions.

Since 2007 the strategic planning process shifted to develop and implement a more dynamic and interactive plan rooted to the realization of the College's mission and the integration of our mission, vision, and values into our daily operations. In 2008, this effort was transformed into the identification of core strategic areas of focus:

- Be the primary provider of post-secondary education for the citizens of Clatsop County (enrollment management)

- Provide a supportive and productive work and learning environment for employees and students (community environment and core values)
- Be a primary participant in the development of a strong economic future for Clatsop County (economic development)
- Increase the role of private investment in the college's resource base (community endowment)

The strategic goals were developed collectively in PAT and then shared broadly – first with the President's Council, a shared governance group consisting of representation from each employee group and students; and then broader still from the Council to the entire campus community. These goals also transcended operational areas, and emphasized the interdependence of the functions departmental and divisional work.

Once the four strategic goals were identified and vetted throughout the campus, the goals were further developed with clear objectives (See Appendix F: *Clatsop Community College Strategic Goals and Objectives Board Approved 7/09*). Then each goal area had a campus-wide team and leadership team selected during the 2009-2010 academic year. Progress in these areas has been better in some of these goals than others.

**Clatsop Community College
Strategic Goals and Objectives
Board Approved 7/09**

Strategic Goal #1 - Be the primary provider of post-secondary education for the citizens of Clatsop County (Enrollment Management).

Enrollment Management Strategic Objective #1

Increase non-traditional student enrollment in reimbursable-FTE instruction

Narrative description of the activities of the Strategic Objective #1 Group

Strategic Goal I: Enrollment Management: Be the primary provider of post-secondary education for the citizens of Clatsop County.			
Objectives:	Indicators:	Findings:	Improvements:
A1. Increase non-traditional student enrollment in FTE-reimbursable instruction	A1. Increase the number of adults out of high school for more than two years who enroll for credit instruction for the first time by 10%. A2. 10% of Adult Basic Ed students enroll in credit instruction in subsequent Academic Year. A3. Increase the number of Bridge program participants who didn't enroll for two years after HS graduation who enroll for credit instruction for the first time by 10%.	A1. Developing the baseline count of those out of high school for more than two years who enroll for credit instruction. A2. 2% of 2009-2010 ABE/GED students enrolled in credit instruction 2010-2011.* A3. Developing baseline count of Bridge program participants who didn't enroll for two years after HS graduation who enroll for credit instruction for the first time.	A1. Activities under development. A2. Will invite credit program faculty to do guest presentations to ABE/GED classes. A3. Activities under development.

Strategic Goal I: Enrollment Management: Be the primary provider of post-secondary education for the citizens of Clatsop County.			
Objectives:	Indicators:	Findings:	Improvements:
	A4. Un- & under-employed begin career pathways as entry point increases by 25%.	A4. Developing the baseline count of un- & under-employed begin career pathways as entry point enroll for credit instruction for the first time.	A4. Activities under development.
	A5. Coast Guard groups: One class section at USCG location each term.	A5. No sections scheduled at USCG location 2010-2011. * TOPS Data	A5. Prepare sections for AY 2011-2012 offering at USCG locations.

Enrollment Management Strategic Objective #2

Increase direct high school enrollment in reimbursable-FTE instruction

In the 2009-2010 academic year, a High School enrollment workgroup was formed with the specific goal of looking at ways to increase the number of high school students enrolled in the College's courses. Over the period of a few months the group worked to identify methods that could be implemented to bump up the number of credits dually enrolled high school students complete at the College.

The primary focus of the group was to begin with providing clear information to the high schools regarding the many options available to their students through the creation of a decision tree. A copy of the diagram is on the following page. The decision tree is intended to help high schools and their students identify course options that meet their needs by outlining logistical considerations (i.e. location or courses) in addition to the personal attributes required for success in particular course options.

Strategic Goal I: Enrollment Management: Increase reimbursable FTE for dually enrolled HS students.			
Objectives:	Indicators:	Findings:	Improvements:
B1. More students taking FTE reimbursable classes at the College while in High School	B1. Compare year to year FTE data for dually enrolled HS students.	B1. Comparison of the 2009-10 FTE calculations the current 2010-11 FTE to date (see table below) indicates an increase of FTE.	B1. The evidence indicates that communicating options clearly to partnering schools is important to FTE.

	Fall 09	Winter 10	Spring 10	09-10 Total	Fall 10	Winter 11	Spring 11	10-11 Total
RS Credit	173	156	145	474	244	245		489
FTE	3.39	3.06	2.84	9.29	4.78	4.8		9.58
SE Credit	131	206	172	509	157	157		314
FTE	2.57	4.04	3.37	9.98	3.08	3.08		6.16
WA Credit	27	21	6	54	0	12		12
FTE	0.53	0.41	0.12	1.06	0	0.24		0.24
Carl Perkins*	IP	IP	3,343	3,343	IP	IP		

	Fall 09	Winter 10	Spring 10	09-10 Total	Fall 10	Winter 11	Spring 11	10-11 Total
FTE	IP	IP			IP	IP		
TOTAL FTE	6.49	7.51	6.33	20.33	7.86	8.12		15.98
+/- FTE					1.37	0.61		

*Carl Perkins credit tracking is complete in June. Due to tracking methods used previously, comparisons to past need to be calculated at the end of the academic year.

One of the tools implemented between the 2009-2010 and 2010-2011 academic years was a flowchart (See “High School Student College Options Flow Chart” in Accreditation Resources.) that clearly showed the various options high school students had to participate in college level coursework. This flowchart was given to high school counselors and other key stakeholders (e.g., College grant funded personnel in Upward Bound and Educational Talent Search, the College Recruitment Coordinator who meets with high school students as part of the College’s Bridge program.) to use with high school students to help them plan their pathway to college course credit earned while still attending high school. The creation and dissemination of this flowchart appears to have facilitated college enrollment by high school students, and increased awareness of the various programs the College offers high school students to earn college credit.

Enrollment Management Strategic Objective #3

Work with educational and community partners to decrease the percentage of students needing remediation, while increasing the participation in and effectiveness of remediation and preparatory coursework for those students who do.

The College’s major effort towards this objective has been the development and implementation of its Foundations Institute. The effort began in 2008 when a group of interested faculty and staff started to meet to discuss brain research on effective learning. Naming their impromptu group the “Know Brainers” their reading and independent study of effective teaching techniques to encourage the non-traditional engagement of students’ brain activity to increase deep learning soon led to several strategy meetings about how to implement the research they had uncovered.

The result of those meetings was the creation of the College’s Foundations Institute. The lead instructor for the Institute, Ms. Marian Derlet, is currently enrolled in a graduate study program at Johns Hopkins University on Brain-Based Learning. Instructional technology has been acquired, including appropriate brain-based software for course content in reading and writing. Course delivery design has been carefully crafted, including mechanisms to give students intentional respites from more sedentary learning activities to re-engage the body through light activity, thus re-engaging the brain for learning. Coining the technique “Wii-cess” (Clatsop Community College, *Urban Dictionary*, 2009), because students can use the gaming platform Wii for this task, students will be allowed 10 minutes of activity after 30 minutes of applied learning. The Foundations Institute’s first courses begin Spring term 2011.

Concurrent with this innovative curriculum and instructional delivery design efforts, members of the Mathematics Faculty began a curriculum re-design for the College’s developmental math course offerings. Based on the promising work out of The National Center for Academic Transformation (The NCAT), two faculty members developed a new “umbrella” (or more

accurately “catch basin”) course for all students needing developmental math skills coursework. The resulting modular, active learning, and increased time on task holistic course delivery – coupled with the individualized assistance, constant student progress monitoring, ongoing assessment and immediate feedback course design – has had strong initial positive reactions from most of the faculty and students involved in the new teaching and learning environment since its implementation Winter 2011.

Strategic Goal I:		Enrollment Management: Increase participation in and effectiveness of remediation and preparatory coursework for students in need of developmental education.	
Objectives:	Indicators:	Findings:	Improvements:
C1. Implement Foundations Institute services to provide brain-based learning and wrap-around support services to at-risk students enrolled in developmental education coursework.	C1.1 25% increase in student completion through enrollment and participation in Foundations Institute services.	C1.1 Comparison of Spring 2010 completion rates with Spring 2011 completion rates for students in the comparable developmental reading and writing courses.	
	C1.2 33% increased participation of Foundations Institute completers in college level coursework.	C.1.2 Comparison of college level enrollments by students in developmental reading and writing courses Fall 2010 and Fall 2011.	
C2. Implement Math 50 development math redesign to provide students modularized, success-driven pathways through math preparation to accelerate the start of their college level math enrollment.	C2.1 Reductions in time (number of credits and terms) students spend in developmental math by 25%.	C2.2 Implementation in Winter 2011 means it is too early for any findings. Anticipated by end of Spring 2011.	
	C2.2 20% reduction in per capita costs the College incurs for teaching developmental math under new design.	C2.2 Implementation in Winter 2011 means it is too early for any findings. Anticipated by end of Spring 2011.	

Enrollment Management Strategic Objective #4

Increase the proportion of students who are enrolled in a program

The College’s retention rates indicate that there are a large number of students who have pursued a degree but have not completed their majors. The focus of this objective is to locate and contact these students to encourage them to re-enroll in the college. The target population is students who were enrolled between Winter term 2005 and Summer term 2009 but not currently enrolled. The population is further limited to those students who have earned between 60 and 90 credits toward a degree.

While the process was begun in the Spring of 2010, a change in administrative software has delayed the identification of these students. To date the queries have not been effective, but new efforts to restore reporting will begin in March 2011.

Strategic Goal I:		Enrollment Management: Increase the number of students who discontinued their study at Clatsop who then re-enroll in a credit program.	
Objectives:	Indicators:	Findings:	Improvements:
D1. More students re-enrolled in a credit program.	D1. During 2010, increase the number of former 2005-2009 students re-enrolled in a declared major by 30.	D1. Identification of these students is still in progress	

Enrollment Management Strategic Objective #5

Increase degree/certificate completion among students who are enrolled in a program

Initially, the program utilized a Student Success Center model. A student success coordinator served as the responsible party on campus for coordination of student retention efforts. In January 2010, Student Services experienced the resignation of a full-time Registrar and loss of a full-time employee position due to budget cuts. The student success coordinator took on additional supervisory duties and was promoted to Director of Student Success. Losses in staffing have impacted student retention efforts through the loss of staff's ability to dedicate attention to long-term planning. Still, considerable time has been dedicated to personal contact with students through expanded new student orientation, greater initial student advising for students lacking a major, and follow up meetings/calls to at-risk students identified by implementation of the campus early alert system.

A campus-wide implementation of an early alert system resulted in outreach to a high-risk population identified by instructors. The stated goal of this program is to have instructors notify the director of student success when a student is at risk for failing the course. The director of student success contacts the student to discuss options including tutoring and other services that may help them, or to drop the course if that is deemed to be the most appropriate course of action. This portion of the plan has been implemented for two years with mixed results. The alert identified several students within a course who were at risk. Through the student contact, the instructor was alerted to a technical issue that resulted in their overlooking student submitted projects. Beyond this outlier, nearly all students identified by the program (Fall 10-11) failed the course associated with the identification. The program has positive outcomes through the identification of students; however, staff interventions have failed to improve student persistence outcomes. Further implementation would be dependent upon improvement of the "early" aspect of this system.

New student orientation expanded (2009 and 2010) to enable greater integration of students into the campus culture. Qualitative feedback from students on their preparedness and feedback from faculty members on the greater acclimation of students, has allowed the college to identify preparedness as area of need in the future. The college is exploring the feasibility of expanding orientation aspects into a first year experience for students for the 2011-2012 academic year.

Beginning July 1, 2011 the current director of student success will not be retained in the face of severe budget constraints. Instead, retention efforts will become a campus-wide initiative with efforts coordinated through the associate dean for enrollment management. This new configuration will enable the student services staff to better target efforts, distribute responsibility for campus-wide efforts and establish metrics to monitor progress/success.

Program evaluation in the form of mixed methods research will be utilized for students entering 2011-2012. Additionally, college data collection will be expanded beyond a focus on first year persistence to encompass certificate/degree completion, and students' attainment of post-attendance goals (i.e. personal satisfaction, employment, and advanced degree completion).

Additionally, a new degree audit system was implemented 2011. The new system will allow students to track progress toward a degree, and explore course options. For quantitative metrics, the system provides Student Services with the ability to identify students nearing degree completion, and students accumulating an abundance of non-degree-specific coursework. The system provides reporting capabilities on pathway milestones, to award students certificates earned on the progression to degree attainment.

During Winter 2011, approximately 20 faculty and staff at the College met to begin designing a new first year experience course for entering students in Fall 2011. Some of the components considered include:

- Mandatory New Student Orientation
- Mandatory Advising for First-year Students
- Mandatory Attendance during first two weeks of class
- Financial Aid not distributed until 3rd week of term
- Student Support page on new College website with Early Alert for student who want to ask for help
- Increased initial assessment of students' readiness to learn at the college-level
- Opportunities for cohort-based programs to establish a stronger program identity
- Creation of baseline e-portfolio artifacts for first-year students to help document learning while attending Clatsop Community College
- Development of Learning Communities for first-year students
- Early return to campus for First Year Experience course, ending earlier and allowing students more time to concentrate on other courses taking first term.

Strategic Goal I: Enrollment Management: Increase degree/certificate completion among students who are enrolled in a program.			
Objectives:	Indicators:	Findings:	Improvements:
E1. Student success services, including early alert system, will help retain more students.	E1. Annual retention rate of students enrolled from Fall term to the next year's Fall term will increase to 55% by AY 2011-2012.	E1. One-year retention rate for freshman degree-seeking students: 05-06: 43% 06-07: 42% 07-08: 41% 08-09: 48% 09-10: 43%	E1. Early alert used to contact and advised at-risk students. Qualitative feedback from orientation resulted in expanding orientation program for first year students. This feedback and existing literature, have lead the college to plan a First Year Experience course or program to establish the habits of successful college study in new students.
E2. Implement a first-year experience course.	E2. Increase completion rate for students who graduate or transfer within 150% of "normal time" from 17% to 20%.	E2 Implementation in Fall 2011 means it is too early for any findings. Anticipated by end of Winter 2012.	

Enrollment Management Strategic Objective #6

Increase enrollment in Community and Continuing Education (Life-Long Learning) that focuses on community interests and needs

To meet the College’s strategic goal to increase enrollment in community and continuing education, a small group of College staff met to develop a new approach to our course offerings. Up until then, most of the activity the College participated in for life-long learning centered on the partnership with the local group “Exploring New Concepts of Retirement Education” (ENCORE). While the College continues to value this partnership, it was also important for expanded class offerings open to all residents (ENCORE is limited by age – must be at least 50 to participate). The College decided to call this renewed effort Education4Life.

Since the Education4Life offerings were expanded in 2009-2010, the College has also partnered with Columbia Memorial Hospital, Oregon State University Extension Service, Oregon State University Seafood Lab, and the Seafood Consumer Center to further expand a collaboration of offerings focused on good health and nutrition using local seafood and other locally grown foods. The course offerings for each term have grown to such an extent the Education4Life schedule has had to be reformatted to hold all the additional information (See “Spring 2011 Education4Life Course Schedule” in Accreditation Resources).

Strategic Goal I: Enrollment Management: Offering the community life-long learning opportunities through community education, customized training, and the senior program ENCORE.			
Objectives:	Indicators:	Findings:	Improvements:
Objective F: Offer life-long learning courses that meet the needs of local community outreach.	F1: 80% of community outreach courses offered make sufficient enrollment to run.	<p>F1: Of the 253 classes offered during the 2009-2010 academic year, 33 classes were canceled due to low student enrollment. The total percentage of classes that were viable (those classes having 6 or more students) was 87% of the classes offered.</p> <p>For the two quarters completed in 2010-2011, 116 classes have been offered; of those, 20 classes were canceled due to low student enrollment. The total percentage of classes that were viable (those classes having 6 or more students) was 83% of the classes offered.</p>	F1: The coordinator will continue to offer interesting and challenging courses to entice more students to classes offered each quarter to increase student enrollment by 2%.

Enrollment Management Strategic Objective #7

Develop new programs and/or retool existing programs to directly respond to the educational and work training needs and interests of our community.

When the College began offering the new historic preservation and restoration program in Fall 2009 it was the first new offering at the institution since 2000. The identification of this strategic

objective – ensuring that our programs (existing and new) are relevant to the needs of our community – was a positive response from the College to these efforts.

Since that time, the College has been able to address several more programmatic needs for the community, both credit and non-credit, that have supported the ongoing accomplishment of this strategic objective. A summary of these efforts is found in the table below.

Strategic Goal I: Enrollment Management: Develop new and retool existing programs to directly respond to the educational and work training needs and interests of our community.			
Objectives:	Indicators:	Findings:	Improvements:
Objective G1: New programs will be initiated that meet the educational and work training needs and interests of our community.	G1: New programs added will result in increased enrollments that cover the costs of the program.	G1.1: Historic Preservation Program began Fall 2009. First graduate Spring 2010. Courses at capacity. Community created economic cluster. Program awarded by state historic society for innovation in April 2011. Revenues are covering program costs. G1.2: Sustainable Energy Technician Program began Winter 2011. Too early to have meaningful data. G1.3: Professional Truck Driving Program offered Fall 2010. Too early to have meaningful data, though preliminarily the program is meeting expectations for costs.	G1: Results have led to a perception of greater receptivity by the College to new partnerships and ventures in meeting educational and work training needs. This has led to additional opportunities to create new educational program offerings at the College with local community support.
Objective G2: Existing programs will be enhanced to meet the changing educational and work training needs and interests of our community.	G2: Enhanced existing programs will result in increased enrollments.	G2.1: Automotive Technology Program expanded to 2-year degree program in Fall 2009. Enrollments doubled. Costs for program still at time exceed revenues, but the gap is significantly smaller. G2.2: Developmental Math redesign piloted Winter 2011. Too early to have meaningful data, but initial projections indicate a reasonable cost savings while maintaining student success (at least through course retention and anecdotal student learning engagement levels). G.2.3: Foundations Institute pilot of developmental writing Spring 2011.	G.2: Enhancements to existing programs has led to better enrollments, fiscal efficiencies realized, and a raised awareness on campus and through the community's participation in program advisory committees of the College's commitment to maintaining relevant programs to serve the educational and work training needs and interests of our community.

Since work began on addressing this objective for the College's strategic goal on enrollment management, the College's FTE has increased, and greater participation in the College's course offerings and programs has been evidenced. There have been both real and perceived

improvements within the local communities about the College's engagement in meeting the educational and work training needs that exist. New programs and re-tooling activities have led the College to additional opportunities. Those currently being considered or are in some form of preparation include:

- New program in Craft Brewing. Meetings have been held with local micro-brewery businesses and a collaborative effort with a new brewing program at Chemeketa Community College in Salem, OR has been explored.
- New program in Gerontology. Initial communication has occurred with Portland Community College to explore a partnership with their existing program.
- Expansion of the College Early Childhood Education program to a 2-year Associate of Applied Science degree.
- Less-Than-One-Year Certificate in a culinary niche area (e.g., sushi chef certification) is in the exploration stages. This program would be an enhancement to the recent collaboration the College has entered into to reopen a local Seafood Consumer Center currently offering only non-credit classes.

Strategic Goal #2: Provide a supportive and productive work and learning environment for employees and students (Environment and Core Values).

Since this goal was identified, there have been difficulties focusing any organized efforts to actively pursue the provision of a supportive and productive work and learning environment in any cohesive way. Initial thoughts were the Core Values Team (CVT) would be the group to spearhead this strategic goal but that idea received consistent resistance from CVT members. The reaction to this suggestion was this would significantly change the nature of the CVT's role as perceived by some members. Since the intended outcome of the goal was to promote a supportive environment, the decision was made to not force the group to assume leadership of the goal.

The goal has languished as a result. What follows are brief updates about each of the three objectives within the goal; there has been no synthesis of effort. Additionally, with the current fiscal challenges the College faces, and the recent announcement of employee layoffs, identifying the current work environment as supportive and productive is certainly a concern.

Environment and Core Values Objective #1

Maintain a campus culture that embodies the Core Values we profess

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 for the past three years in the Noel Levitz campus climate survey. The results of these surveys have been reviewed and communicated to the campus community by the College's Core Values Team. Over the three years of this measurement, the campus climate has shown a definite trend towards improvement and in fulfillment of the College mission.

The Core Values Team was created in 2008 by then President Greg Hamann. Its mission was to provide the President and the campus community at large with advice and recommendations regarding how to make our college a more positive place for all to work. This was directly aligned with the College's mission and its commitment to being a Quality Employer. "Providing

a congenial, cooperative atmosphere that supports employee participation.” The Core Value Team’s charge was not to address specific personnel matters or duplicate the functions of already existing entities, but to be a separate advisory body.

Original membership of the Core Values Team was established through appointment by the President, and the Team consisted of members from each of the employee groups, Classified, Service/Supervisory, Faculty, and Administration. Although the number of members from each group has changed from its inception and the prospective members are now identified by the group itself, every effort has been made to keep the membership balanced. Meetings were held bimonthly, and minutes were posted on the College’s SharePoint site.

In the three years that the Core Values Team was active, it made many recommendations and accomplished the following including but not limited to:

- Defining its role
CVT will serve as a resource to the President for vetting new initiatives, separate from committee recommendations.
CVT recommendations will be based upon consensus and they will continue dialogue to identify the form recommendations will take, and how and when these will be shared with campus community.
CVT recommendations will focus on systematic change and will not be personnel specific.
- Defining its focus
CVT will focus on improving employee morale by understanding barriers related to communication and respect.
CVT will focus on identifying long-term solutions that will positively impact the wider college community.
- Analyzing and distributing results of the Noel Levitz Campus Climate Survey for each of three years 2008, 2009, 2010.
- Addressing issues that surfaced through analysis of the Campus Climate Survey results and making recommendations about solving those issues. (i.e. Noise/ Privacy Issues in Student Services Building)
- Planning and Organizing Focus Groups to explore the issues of communication and respect as they related to employee morale. These Focus Groups provided insightful and constructive feedback, and a summary report was distributed to all employees.
- Maintaining an anonymous suggestion/drop box, so that employees feel safe in expressing opinions about issues dealing with morale and the College’s Core values. Seriously addressing all issues submitted to the CVT in this manner.
- Planning and carrying out activities to show employee appreciation and bolster employee morale. Holiday Tea Greetings and Earth Day Seed Packets.

As a community and as individuals, we are committed to upholding the College's Core Values as we work together in service to the Vision and Mission of Clatsop Community College. As the committee that addresses the important issues of Caring, Collaboration, Creativity, Diversity, and Integrity, the CVT has done and will continue to do important work here at the College. Currently the Core Values Team is on extended hiatus since last academic year and has reduced its meeting frequency while we transition in senior leadership at the College. The CVT remains intact, however, in case other issues arise that need additional efforts. In this era of change and instability, the role and work of the CVT is still needed here; perhaps as much now as when it was first formed.

Environment and Core Values Objective #2

Maintain a physical campus that attracts students, empowers employees, and encourages learning

The College's focus for more than two decades has been on improving the facilities on the Jerome campus. Identifying this objective in Fall 2009, when the Jerome Campus Redevelopment Plan (JCRP) was in full implementation and funding through the Go Oregon economic stimulus package passed by the Oregon Legislature had helped make some significant improvements to existing facilities that weren't part of the JCRP, at times seemed anti-climactic.

The transformations the campus facilities have undergone since the College broke ground on the JCRP in Spring 2009 have truly been a significant event in the history of the College. This has been addressed elsewhere in this report. The anecdotal evidence from students and the community is persuasive that the College now has the capacity to maintain the physical campus in a way that attracts students, empowers employees, and encourages learning. As one faculty member wrote at the start of Fall 2010, "Thanks...everyone involved in creating this beautiful building. This morning, twenty of my writing students and I walked into a high ceiling room over hardwood floors to magnificent riverviews that took our collective breath away. Our purpose and focus aligns with the dignity and worth that our community has provided us through these new buildings." Student feedback during recruitment events and focus groups reinforces this sentiment by the consistent comment, "it feels like this is a real college now."

Campus Safety Committee: The campus' Safety Committee has a role in maintaining the College's physical campus. The establishment of a Health and Safety Committee is required by state (OAR 437-001-760 thru 765) and Federal workplace safety laws. The purpose of the Health and Safety Committee is to promote safety in the workplace through cooperative efforts of a cross section of the campus community.

The committee meets monthly. There are annual fire evacuation drills. Each level of all facilities has a designated Safety Captain to help with evacuations in case of an emergency. Last year the committee was able to purchase a defibrillator for the College's MERTS campus. Funding for a similar purchase for a defibrillator on the Jerome campus was unavailable.

Other responsibilities of the Health and Safety Committee include:

- Identifying employee safety training needs and offer opportunities for general staff training and awareness on safety issues.

- Periodically reviewing the College's injury and illness loss ratio and make recommendations for improvement.
- Reviewing safety hazards as they are identified on campus and make recommendations for improvement.
- Reviewing College policies and procedures related to health and safety and recommend changes to existing documents or creation of new ones.

Keeping this objective in our strategic plan is wise, however. With budgets stretched thin, and difficult decisions abounding regarding staffing reductions, the College must not lose sight that deferred maintenance is not an answer, even with new buildings and facilities renovated to conditions not seen for more than half a century. Good stewardship of the physical campus will remain a priority at the College, as reflected in retaining this objective in our strategic plan.

Environment and Core Values Objective #3

Develop and implement policies and practices that encourage constructive communication and engagement (eliminate those that impede this).

The College recognizes that a dynamic, competent and efficient staff dedicated to education is necessary to maintain a constantly improving educational institution. Thus, the College has a well defined process for staff involvement in the development of new or revised policies and procedures. Policies and practices are developed using collaborative methods including at the earliest stages of development when it is highly encouraged to involve departments and/or individuals affected by the proposal.

Throughout the ongoing policy and procedures revision project, valuable input is gained from the College community through the approval process which include review by the President's Council, made up of representatives from all employee groups as well as students.

Strategic Goal #3: Be a primary participant in the development of a strong economic future for Clatsop County (Economic Development)

Economic Development Objective #1

Provide improved service to business and workforce-related community

Clatsop Community College has established a solid partnership with Clatsop Economic Development Resources (CEDR) and local business/industry to promote and assist in local economic development. In 2008, the Dean of Workforce Education and Training and Director of CEDR began working together to develop outcomes to support this economic strategic goal.

Clatsop has partnered with CEDR to expand, retain and recruit businesses and industry within the county. Currently, CEDR is involved in several projects that are designed towards countywide economic improvement such as the development of the North Coast Business Park in Warrenton, the development of wild rice farming, and the forming of the Columbia Pacific Preservation (CPP) group. The baseline metrics related to this outcome have not been tracked since 2009 and are in the process of redevelopment. 2010-2011 program assessment of the number of businesses and industries assisted by CEDR annually including number of: businesses visited, counseling clients, business starts, jobs created, and capital formation; will be established by April 26, 2011.

Clatsop has partnered with CEDR since 2008 to assist in defining existing and developing new industry clusters. The goal is for one new industry cluster to be developed annually and for those in existence to be maintained. During the 09-10 program year, a Historic Preservation cluster, Columbia Pacific Preservation (CPP), was developed. CPP is continually working with Clatsop Community College to promote the offering of certificate and degree programs in the skills necessary to preserve historic structures. This group is also focused on attracting business clusters in an effort to broaden their marketing reach and to offer a “one stop shop approach” to historic preservation training, retail products, and skill based services. During the 10-11 program year, the focus is on developing a Hospitality cluster.

Currently, the outcome has been met at the 100% level for the past two years but it will continue to be reviewed annually by the Instructional department.

Economic Development Objective #2

Provide increased employment and economic opportunity for the College's graduates

Clatsop provides relevant workforce and certificate/degree curriculum to support new business training requirements culminating in at least one new curriculum offering or program annually that supports business/industry. During the 09-10 program year, the Historic Preservation and Restoration Certificate and AAS degree were launched. The development of the certificate and degree was in response to local need for trained construction personnel in the areas of remodeling, restoration, and historic preservation as identified by our Regional Advisory Committee. During the 10-11 program year, the Sustainable Energy Technician/Oregon Green Technician Certificate was launched in response to the growing energy conservation and renewable energy employment sector.

Over the past two years (2009-2011), a successful partnership has developed between CEDR and the Education for Life/Customized Training department to provide improved customized training opportunities to the business and workforce community that create, grow and retain local businesses. With over 400 students registered in the partnership courses, these programs have assisted small business owners in management skills improvement, better organization of operations and more efficient marketing practices.

Some classes are specifically tailored to meet the individual needs of businesses. For the 2010-11 program year, classes being offered to local businesses include on-the-job Excel computer training for Clatsop County government employees and Hospitality/Tourism courses in a variety of subject areas for hospitality business owners, operators and their employees.

CEDR and Education for Life/Customized Training have also re-established a strong relationship with Management and Training Corporation (MTC) our regional WIA Title1B provider to provide customized workforce trainings as part of the local Rapid Response Team. From March 2010-present, this partnership was able to offer 17 customized trainings to dislocated workers from the closing of the local Weyerhaeuser mill. Over 152 students attended these classes which ranged from Business Communications and Quality management to Computers and Entrepreneurship. Currently, the outcome has been met at the 100% level for the past two years but it will continue to be reviewed annually by the Instructional department.

During the 10-11 program year, the Dean of Workforce Education has started to work with the Cooperative Work Experience Director and Student Services to establish a robust job placement center. The annual goal is to develop one partnership with local business and industry annually which would assist in funneling current students and graduates into employment pools that will lead to job interviews and job offers. Georgia Pacific, Wauna Mill is the only employer currently partnering with Clatsop to establish a student/graduate applicant pool. Qualified Clatsop students will submit resumes, interview with Wauna Mill Human Resources staff, complete final application paperwork, and become part of the pool for future job openings beginning May-June 2011. It is expected that this partnership will continue. At the end of this year, employer information will be analyzed and reviewed for future planning of business and industry outreach. Performance metrics will be further established once the first pilot group completes the process.

Strategic Goal III: Economic Development: Provide improved service to business and workforce-related community.			
Objectives:	Indicators:	Findings:	Improvements:
Objective A1: Partner with CEDR to expand, retain and recruit businesses and industry.	A1: The baseline number of businesses and industries that will be assisted by CEDR annually is in the process of development to be rolled out April 26, 2011.	A1: Assess number of businesses and industries assisted by CEDR annually (# of businesses visited, counseling clients, business starts, jobs created, capital formation). Data for the 10-11 will be established by April 26, 2011. In 09-10 all the goals were met or exceeded in but number of businesses visited.	A1: 10-11 information will be analyzed and reviewed for future planning of business and industry outreach. This information will be shared with the CEDR Board to gain additional input into future strategies.
Objective A2. Partner with CEDR on economic diversification to define/develop existing and new industry clusters	A2. Develop one new industry cluster annually and maintain those that are in existence	A2.1: During 09-10, the focus was on developing a Historic Preservation cluster. A2.2: During 10-11, the focus is on developing a Hospitality cluster.	A2. The outcome has been met at the 100% level for the past two years. The current strategies are working but will be reviewed annually by the CEDR Board
Objective A3. Develop relevant workforce and certificate/degree curriculum to support new business training requirements	A3. Develop one new curriculum offering or program annually that supports business/industry	A3.1: During 09-10, the Historic Preservation and Restoration Cert and AAS degree were launched. A3.2: During 10-11, the Sustainable Energy Technician/Oregon Green Technician Certificate was launched. Workforce development curriculum was developed and offered in the Hospitality and Tourism field.	A.3 The outcome has been met at the 100% level for the past two years. The current strategies are working but will be reviewed by the Instructional department annually

Strategic Goal III: Economic Development: Provide improved service to business and workforce-related community.			
Objectives:	Indicators:	Findings:	Improvements:
Objective A4. Work with Student Services to establish a robust job placement center	A4. Develop one partnership with local business and industry annually to funnel current students and graduates into employment pools that will lead to job interviews and job offers.	A4. Number of employers that work with Clatsop to create employment opportunities. Data has not been tracked for this goal. For 10-11, Wauna Mill is the only employer currently partnering with Clatsop to establish a student/graduate applicant pool.	A4. 10-11 information will be analyzed and reviewed for future planning of business and industry outreach

Strategic Goal #4: Increase the role of private investment in the College’s resource base (Community Endowment).

This strategic goal has been a challenging area for the College for many years. Recent staffing combined a position that was partially funded by the Foundation (executive director) and partially by the College (college relations). It was difficult for both internal and external communities to understand which roles – and which areas of responsibility – were being addressed by this staff person at any given time. This confusion was at time beneficial to our endowment efforts, but more frequently the perception was a question about the real need and focus for this individual.

The level of activity initiated by the Foundation has been dependent upon staff support. Due to the economic collapse of the investment markets in 2008 when the Foundation lost nearly 2/3 of their investment portfolio. With declining unrestricted funds and these significant investment losses, the Foundation was unable to maintain their portion of this position.

In 2011, the College made a renewed commitment to provide support to the Foundation and created a fulltime Director of Advancement position with an emphasis on fundraising, public relations and coordination of Foundation activities. With this new resource, the Foundation is in the process of re-instituting its annual fundraising event, filing grants to help support targeted College programs, and seeking both new planned gifts and an increase in its investment return.

Community Endowment Objective #1

Develop increased annual and endowment-based financial support

The Clatsop Community College Foundation was established in 1960 as a nonprofit, community based organization with the purpose of creating resources to support higher education within Clatsop County. The Foundation is managed by a volunteer board of directors which is charged with generating funds, maximizing investment opportunities, and expanding resources. Currently the Foundation manages a fund of approximately \$2.1-million, and seeks to generate support for three basic areas:

- Scholarships and programs
- Cultural and performing arts events and programs
- Buildings and equipment

Miller Match: The Foundation and College collaborated in 2008-2009, 2009-2010 and 2010-2011 to significantly increase scholarship funds through an opportunity initiated by the James F.

and Marion L. Miller Foundation. The Miller Foundation offered to match up to \$50,000 in new scholarship funds resulting in a total of \$100,000 in available scholarship money for three years. The College Foundation achieved the maximum match each year through a combination of individual, business and local school foundation support.

Annually, the Foundation distributes funds to the College for scholarships, program support and special projects. The Foundation also provides program support for art, geology, and meteorology through donor-created funds for those purposes, as well as for other programs and special projects. Funds are distributed in conformance with specific terms established by fund donors and the Foundation's adopted investment and distribution policies.

Community Endowment Objective #2

Define clear roles for and relationship between Foundation and College

Since its founding, the College and the Foundation have entered into a series of written agreements regarding management of named funds owned by the College. The most recent agreement signed in 2008 provides in part as follows:

1. On December 5, 1995, Clatsop Community College (College) transferred funds known as Rochester Trust, Memorial Fund, and Syvanen Estate, with a total value of \$592,038.76, to Clatsop Community College Foundation (Foundation), subject to an agreement executed on that same date (Attachment A).
2. The intent of the transfer was to allow the Foundation to manage the investment of the funds, with the objective of maximizing long-term fund growth at the least risk possible.
3. The agreement covering the transfer included provisions for fund disbursement, accounting, and management fees, among other terms related to ownership and control of the funds.
4. In October 2004, the College, the Foundation, and the Attorney General for the State of Oregon executed an Agreement Modifying Trust Administration (Attachment B) governing administration of the Rochester Trust funds described above. That agreement effectively superseded the 1995 agreement as to the Rochester Trust.
5. Also, since execution of the 1995 agreement, the Foundation has developed more comprehensive endowment investment, distribution and fee policies based on the objective of maximizing fund growth while minimizing risk of large losses and consistent with the best practices of college and university endowments.
6. The College and the Foundation wish to enter into a new agreement, reaffirming the intent and most provisions of the December 5, 1995, agreement, removing the Rochester Trust funds from the terms of the agreement, and modifying certain provisions to make them consistent with the Foundation's endowment policies and Foundation and College procedures.

A. Purpose

Because long-term growth of endowed funds will ultimately benefit greater numbers of Clatsop Community College students by increasing the funds available to them for scholarships or for other purposes contemplated by the donors of a given endowment, the purpose of this agreement is to provide for investment management of the college's endowed funds to maximize long-term fund growth while minimizing the risk of loss.

B. Scope of agreement

This agreement covers only those specific College endowed funds listed herein, and, except as otherwise described herein, supersedes all previous agreements between the College and Foundation as to control of the specified College endowed funds.

The parties acknowledge that the Foundation may have other funds under its control which are not included within the scope of this agreement.

C. Funds covered by this agreement

The funds covered by this agreement (the Funds) include the following:

1. Memorial Fund (which includes Fertig, VanVelzer, Shawa, WATEC, Sather, and Miscellaneous Memorial accounts)
2. Syvanen Estate

The College and the Foundation are developing a more general agreement to guide their future actions. This new agreement will memorialize recent changes in support that the College is providing including: staffing through the Director of Advancement and accounting services through the Director of Accounting Services. In consideration of this support, the Foundation will increase fundraising activities to support the programs of the College through grant writing, special events, direct appeals, planned giving and other means consistent with its gift acceptance policies and procedures. Communication between the College and the Foundation is also facilitated by inclusion of the College President as an ex-officio board member.

The Foundation also works collaboratively with the College Financial Aid office to distribute funds in support of scholarships and programs. The Foundation's procedures manual provides in part as follows:

The Foundation Board will use funds only for the uses prescribed by donors. The Board maintains the right to use as it sees fit any resources that are received that are unrestricted within the guidelines of Foundation Bylaws and policies.

A portion of the earnings of all invested funds may be used for operational, administrative, or other purposes as determined by the Board. The amount (rate) of earnings to be used for these purposes will be determined each year by the Board in the process of developing its annual budget. The annual distribution rate will be set at the annual budget meeting no later than March 1.

In general, distributions will not exceed 5% of any fund balance and will be adjusted based on actual earnings and market conditions.

Community Endowment Objective #3

Increase employee support for the College through Foundation Giving

The College and Foundation work together to engage employees in support of the College. Annually, employees participate in an appeal to support the College's scholarship funds. Contributions are invested through the Foundation.

Community Endowment Objective #4

Develop and implement a strategy for sustained effort in grant writing.

Beginning in 2011, the College has committed resources to enhancing its grant writing activity. The position of Director of Advancement was created with centralized responsibility for fund development. This position works with faculty members to identify and pursue grant opportunities that support the priorities of the College. The Foundation collaborates in this activity and provides, when required, 501(c)(3) status to support grant applications to foundations and corporations.

Strategic Planning Next Steps

The continuous quality improvement approach to strategic planning begun in 2008 has been more inclusive, and more comprehensive, as a process than what the college has experienced in its strategic planning process in the past. As the teams complete the analysis of their effectiveness this year, the board, campus community, and shared governance opportunities provided through the President's Council and President's Cabinet will take steps to reassess the strategic plan and the four central goals linked not only to the College's vision, mission, and values but also related to the core themes identified in March 2010.

Oregon Coast Community College Institutional Planning

OCCC uses its mission, vision and values to help guide its institutional planning. The foremost priority of the institution over the past several years has been to provide an engaging educational environment that support student growth and achievement. OCCC's new relationship with the College will assist in refining the structure of the planning process and the alignment. Various forums are used to help guide the institutional planning process at OCCC. The Council of Curriculum and Instruction allows faculty and staff an opportunity for input into the planning process. A newly-revitalized Student Government has been providing ideas for new and existing programs. Advisory groups in a variety of fields have also provided feedback to OCCC's planning process.

College planning at OCCC is aided by a .5 FTE Data Collection Specialist. OCCC also has a new data system ("SharkNet") that allows a detailed breakout of vital course data. The information provided by both of these sources helps OCCC make solid and informed decisions based upon facts. Likewise, the budgeting process at OCCC attempts to reflect the priorities of the institution. Resources are allocated accordingly. The process needs better flow and formalization.

Planning for emergency preparedness and contingency planning at OCCC is a work in progress. In addition to locating OCCC's college centers out of the tsunami zone and with fire sprinklers, OCCC has trained several staff members in first aid, CPR, defibrillator use and other safety measures. Recently, OCCC formed a CERT (Community Emergency Response Team) on campus to prepare for unexpected catastrophes. On a smaller level, the OCCC Safety Committee meets on a monthly basis to identify and address safety concerns on campus. Emergency call boxes have been installed in college classrooms and in the parking lot.

CHAPTER FOUR: Effectiveness and Improvement

Introduction

The College over the past decade, and especially in the past five years, has developed a culture of continuous quality improvement through active inquiry, iterative assessment, and ongoing analysis and synthesis of the flow of evidence we collect. Prior to the adoption of new standards based on the fulcrum of core themes, the College has been actively engaged in comprehensive and integrated assessment activities at the course, program, and institution levels. To properly demonstrate our assessment of institutional effectiveness and identification of our continuous quality improvement efforts, the College has determined the following outline for this chapter.

The College will begin with an examination of its progress on Institutional Student Learning Outcomes (ISLOs) assessment of effectiveness and identification for improvements. Then each core theme will be similarly examined, followed by program level assessments divided into each of the core themes. Final analysis of effectiveness and improvement from an over-arching college perspective will conclude the chapter.

Institutional Student Learning Outcomes (ISLOs)

The College has identified eight ISLOs each student completing a program offered and achieving either a one-year certificate or a two-year degree shall be capable of demonstrating. The Campus Assessment Team (CAT) conducts the assessment of ISLOs. The CAT is comprised of five college instructors, three instructional administrators, and one student services representative, with others participating and supporting CAT as needed.

ISLO #1: Communicate effectively through writing, speaking, and imagery

Because all graduates of Clatsop Community College are required to complete English Composition – Exposition (WR121), the CAT determined that the assessment activities of the writing faculty would serve as a measure of the graduates' ability to communicate effectively in writing. After establishing this metric, methods to assess communication effectiveness orally and visually will follow.

In Fall 2005, the writing faculty developed a rubric to assess the effectiveness of written work. In the years since, the faculty has annually scored a sample of student papers and used the results to improve instruction. (See section on AAOT writing in this chapter.)

In concert with the CAT, the writing faculty assessed a sample of all WR 121 papers written to a common prompt during an hour late in the Fall term 2010. This will become the baseline for ongoing assessment of this ISLO.

ISLO #1: Accountable for Student Learning Ensuring that students graduating from Clatsop Community College will have demonstrated the ability to: Communicate effectively through writing, speaking, and imagery.			
Objectives:	Indicators:	Findings:	Use of Results:
Communicate effectively through writing	<u>2005-2006</u> 80% of all students who complete WR 121 score all 3's on the writing rubric for a final essay.	Mean score of assessed sample papers (n=10) 3.14	Item analysis identified <i>conclusions</i> & <i>evidence of proofreading</i> to be weak spots. Revised rubric to separate assessment of thesis from <i>title and introduction</i> .
	<u>2006-2007</u> 80% of all students who complete WR 121 score all 3's on the writing rubric for a final essay.	Mean score of assessed sample papers (n=22) 3.62	Item analysis identified <i>conclusions</i> as an element of relative weakness.
	<u>2007-2008</u> 80% of all students who complete WR 121 score all 3's on the writing rubric for a final essay.	Mean score of assessed sample papers (n=24) 3.59	Recognized need to incorporate MLA works cited into WR 227 assignments to meet stated outcomes from scoring guide.
	<u>2008-2009</u> 80% of all students who complete WR 121 score all 3's on the writing rubric for a final essay.	Mean score of assessed sample papers (n=3) 3.23	
	<u>2009-2010</u> 80% of all students who complete WR 121 score all 3's on the writing rubric for a final essay.	Mean score of assessed sample (n=10) 3.14	
	<u>2010-2011</u> 80% of all students who complete WR 121 score all 3's on the writing rubric for a final essay.	Mean score of assessed sample (n=10) 3.14	

There has been discussion that a small sampling of papers is an insufficient assessment of an institutional outcome for all college graduates with a certificate or degree. With the implementation of an e-portfolio tool in Fall 2011, the expectation is that all graduating students will be assessed for effective communication through writing.

The College has recognized that the assessment of effective communication through writing is only a partial measurement of the fully stated ISLO. Starting with the AY 2011-2012, the CAT will be working with the faculty to develop assessments of speaking and imagery.

ISLO #2: Solve problems with current and emerging discipline-appropriate technology

The CAT determined to assess this outcome using a meta-study of the results of program level assessment of program outcomes that pertain to using current and emerging technology. Members of the CAT team examined the assessment results prepared by each program in Fall 2010, and then determined which programs had outcomes related to this outcome. Of those program assessments, the investigators determine what percentage had found that student performance was acceptable. The individual program assessments were examined and program findings were rated on the following scale:

Limited=1 No examples found in assessment data.	Emerging=2 Demonstrates examples but no connection to student success	Acceptable=3 Demonstrates examples and data collection pending	Advanced=4 Demonstrates examples and is currently tracking data
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The aggregate results follow:

ISLO #2: Accountable for Student Learning Ensuring that students graduating from Clatsop Community College will have demonstrated the ability to: Solve problems with current and emerging discipline-appropriate technology.			
Objectives:	Indicators:	Findings:	Use of Results:
Solve problems with current and emerging discipline-appropriate technology	75% of Clatsop Community College programs to score a 3 or above on assessment rubric related to use of technology	Although only twenty percent of our programs were found to score a 3 or better, 100% of those students were found to meet or exceed the standard for use of technology.	More programs need to conduct student learning assessments determining students ability to use discipline appropriate technology.

This assessment, using the meta-study approach suggests that where program assessment addresses the question, students are performing acceptably. However, the college will continue to urge programs to make student use of technology an object of analysis at the program level.

ISLO #3: Act with integrity

The CAT determined to assess this outcome by evaluating how students handle the ideas of others in research projects as a marker for acting with integrity. To establish a baseline, the CAT developed a rubric (See Appendix G: *Integrity Rubric Items*) for holistic reading of research papers students were willing to let the College copy for the study during Spring term 2010. The scoring was done by the faculty during a faculty meeting in December 2010, and by the Instructional Leadership Team-Extended (ILT-E) in January 2011.

ISLO #3: Accountable for Student Learning Ensuring that students graduating from Clatsop Community College will have demonstrated the ability to: Act with integrity.			
Objectives:	Indicators:	Findings:	Use of Results:
Students who act with integrity do not manipulate situations or persons to avoid learning, e.g., assignments will represent the students' research and product rather than the results of the efforts of others.	On a sample of 42 research papers collected Spring 2010 scored for proper attribution using a CAT developed rubric, scores will average "Acceptable" (2 on a four point scale 0-3)	The average of the scores (n=45) for the sample papers is 1.39 (somewhat above minimally acceptable), not at the desired level.	This finding will reinforce the strengthening of the information literacy content in the writing curriculum and in the first year experience planning effort. The unevenness of documentation in the sample papers also reinforces the college's intent to collect samples deemed by students to be their best efforts using an electronic portfolio system

The assessment demonstrated that in the research papers scored, there was a wide variation in the students' ability to responsibly use and credit the ideas of others. The mean score also fell below the desired level. The CAT has concluded that the information literacy component of the college's curriculum needs strengthening, likely as part of a developing First Year Experience. The CAT also learned that the general methodology used is viable, and that using a portfolio to collect research artifacts considered by students to be their best work will lead to a better sample, one reflective of the best work of our graduates.

ISLO #4: Understand and appreciate diversity

The CAT determined to assess this outcome using student understanding of the concept of "oppression" as a marker for attainment of this outcome. The survey (See Appendix H: *Clatsop*

Community College Diversity Survey) was administered to June 2008, June 2009, and June 2010 graduates during graduation rehearsal the day before commencement. Each year approximately 55% of all the year's graduates completed the questionnaire. The assessment survey described above uses understanding of the concept of "oppression" as a proxy for student understanding of the entire concept of diversity. The students are assessed annually at the end of their program, during commencement week. The scaled questions were then averaged and the open ended questions scored using a CAT designed rubric (See Appendix I: *Clatsop Community College Diversity Survey Scoring Rubric*). Responses were scored by two readers, and if reader scores differ by more than 1, a third reader scores the response.

ISLO #4: Accountable for Student Learning Ensuring that students graduating from Clatsop Community College will have demonstrated the ability to: Understand and appreciate diversity.			
Objectives:	Indicators:	Findings:	Use of Results:
Understand and appreciate diversity. The College identified the concept of 'oppression' as a proxy for diversity in its assessment efforts.	<p>2008 graduation survey: 1. Increase awareness of their unique identity, heritage, and background: Mean score >4 2. Students connect Clatsop experience to increased ability to communicate with all kinds of people. : Mean score >4 3. Students demonstrate awareness of factors adverse to diversity through patterns of cognition in responses.</p> <p>2009 graduation survey: 1 Students define the term "oppression." Mean rating of Q1 > 1.5 [0-3 scale] 2. Students identify "What causes oppression?" Mean rating of Q2 > 1.5 3. Students identify "What have your experiences at the College taught you about the concept of oppression?" Mean rating of Q3 > 1.5 4. Students increase their awareness of their unique identity, heritage, and background. Mean >4 5. Students connect Clatsop experience to increased ability to communicate with all kinds of people. Mean > 4</p> <p>2010 graduation survey: 1 Students define the term "oppression." Mean rating of Q1 > 1.5 [0-3 scale] 2. Students identify "What causes oppression?" Mean rating of Q2 > 1.5 3. Students identify "What have your experiences at the College taught you about the concept of oppression?" Mean rating of Q3 > 1.5 4 Students increase their awareness of their unique identity, heritage, and</p>	2008: 1. Mean of 3.78 2. Mean of 4.34 3. Survey design did not result in usable patterns	2008: 1. Look for trend in next survey 2. No action.. Target met. Monitor for trend 3. Redesign survey to use the concept of oppression as a proxy for diversity and develop rubric for scoring
		2009: Q1: Mean of 0.92 Q2: Mean of 0.98 Q3: Mean of 0.34 Q4: Mean of 3.48 (down 0.3) Q5: Mean of 4.24 (down 0.1)	2009: Q1: Far below criterion Q2: Far below criterion Q3: Far below criterion Q4: Below criterion Q5: Above criterion; Δ not significant Poor results led to sponsoring a professional development activity for college staff in April 2010.
		2010: Q1: Mean of 1.11 Q2: Mean of 1.02 Q3: Mean of 0.57 Q4: Mean of 3.68 (up 0.2)	2010: Q1: Below criterion but improved Q2: Below criterion but improved Q3: Far below criterion; no signif Δ Q4: Below criterion but improved

ISLO #4: Accountable for Student Learning Ensuring that students graduating from Clatsop Community College will have demonstrated the ability to: Understand and appreciate diversity.			
Objectives:	Indicators:	Findings:	Use of Results:
	background. Mean >4 5 Students connect Clatsop experience to increased ability to communicate with all kinds of people. Mean > 4	Q5: Mean of 4.26 (down 0.02)	Q5: Above criterion; Δ not significant The oppression workshop appears to correlate with marginal increase measures. CAT reviewing survey time, place, and method for 2011 survey and revised methodology.

The college sponsored an Oppression Workshop April 28, 2010 as a result of the disappointing results of the Class of 2009 survey results. The event’s purpose was to better equip instructors and staff members to communicate a consistent concept of oppression as a construct to understand its effect on people who have characteristics of non-dominate or diverse groups. The 2010 results, scored in December 2010, have been sent to the campus Core Values Team, a campus group dedicated to fostering a principle-centered and positive workplace; the Instructional Leadership Team, the President’s Cabinet, and the President’s Council (the shared governance group on campus).

In February 2011 campus faculty and staff submitted a grant proposal to the City of Astoria to initiate a *Bridging Cultures* initiative on campus. The funding would help with the purchase of bilingual material for the College’s permanent library collection that support the Spanish language program, Humanities (such as Humanities 103 which focuses on the study of Mexico), and the Outreach Literacy program. Additional applications to support this project were filed in March with the Herbert A. Templeton Foundation and the Rose E. Tucker Charitable Trust.

The College’s Diversity Committee, named IOU for “Isms, Obias, and Us” will present a Poverty Simulation Workshop on campus April 26, 2011. This program will be co-sponsored by the Astoria School District. The goal will be to begin with an internal workshop in April, and then gaining publicity of the benefits for the simulation so the concept can be spread throughout the communities the College serves.

As diversity programming continues to be held on campus, it is the College’s expectation that students will increase their grasp of the concept of oppression, and therefore have a greater understanding of, and appreciation, for diversity.

ISLO #5: Work competently through knowledge of content, mastery of skills, and effective work habits

The CAT determined to assess this outcome using a meta-study of the results of program level assessment of program outcomes that pertain to working competently through knowledge of content, mastery of skills, and effective work habits. CAT members examined the assessment results prepared by each program in Fall 2010, then determined which programs had outcomes related to this outcome. Of those program assessments, the investigators determine what percentage had found that student performance was acceptable.

ISLO #5: Accountable for Student Learning Ensuring that students graduating from Clatsop Community College will have demonstrated the ability to: Work competently through knowledge of content, mastery of skills, and effective work habits.			
Objectives:	Indicators:	Findings:	Use of Results:
Work competently through knowledge of content, mastery of skills, and effective work habits.	75% of Clatsop Community College programs to score a 3 or above on assessment rubrics related to the ability to work competently through knowledge of content, mastery of skills and effective work habits.	Eight of our programs had program level assessments related to knowledge of content, mastery of skills, and effective work habits. Percent of such assessments meeting the indicator not yet available.	Increase the programs that conduct student learning assessments determining students' ability to work competently through knowledge of content, mastery of skills, and effective work habits.

ISLO #6: Work effectively individually, collaboratively, and as a leader

The CAT determined that this outcome would be assessed by scoring the reports submitted by students placed in Cooperative Work Experience positions, internships, and practicums supervised by employers. Many students participate in cooperative work experience or practicums at the College. Students from a variety of fields are placed in community work sites. Students demonstrate their skills while working individually and as part of a team. Professionals from the community rate student performance during their work experience/practicum. The College uses these evaluations to compile feedback regarding the effectiveness of student's work habits.

The College's data includes ratings of students participating in coop work experience and/or practicum during the 2008-09 and 2009-10 school years from the following programs: Accounting, Associate of Arts Oregon Transfer; Business Management, CAD/drafting, Early Childhood Education, Fire Science, General Studies, Medical Assisting, and Welding. The results are as follows:

ISLO #6: Accountable for Student Learning Ensuring that students graduating from Clatsop Community College will have demonstrated the ability to: Work effectively individually, collaboratively, and as a leader.			
Objectives:	Indicators:	Findings:	Use of Results:
Work effectively individually and collaboratively.	75% of students will score a 3 (above average) or higher on a 4 point rating scale used in a review of supervisor reports	Employers rated students 79.5% of CWE/practicum students a "3" – above average or higher in terms of working effectively individually. Employers rated students 90.5 of CWE/practicum students a "3" – above average or higher in terms of working effectively collaboratively.	Findings meet criteria for success. Faculty will be encouraged to help students continue to develop effective work skills. Findings meet criteria for success. Faculty will be encouraged to help students continue to develop effective teamwork skills.
Work effectively as a leader.	No operational definition has been identified.	No assessment conducted	The College needs to develop an assessment to measure student leadership performance.

This is the first year that the College has summarized the results from Coop Work Experience/ Practicum Supervisor evaluations. The results of this data collection were communicated to all full-time faculty members. This process will be repeated in the future. Students are working well

individually and collaboratively. The College needs to develop an assessment tool to measure student leadership performance.

ISLO #7: Solve problems through critical and creative thinking

In addressing this ISLO, the CAT determined to focus first on assessing critical thinking, deciding to postpone developing an operational definition of creative thinking. That will become a future challenge for the College.

During 2008-2009, the CAT endorsed a pilot study of a methodology to assess the critical thinking used in student created artifacts based upon a rubric and protocol developed by Lane Community College (used by permission). The pilot group assessed a variety of student artifacts, including written, visual, and aural. The raters found that the rubric did not work well; it did not enable multiple raters to arrive at similar scores. The College then developed a revised rubric which was subsequently used during the 2009-2011 assessment cycle.

To establish a baseline, the CAT developed a rubric See Appendix J: *Clatsop Community College Critical Thinking Rubric*) for use during holistic reading of research papers students were willing to let the College copy for the study during Spring term 2010. The scoring was done by the faculty during a faculty meeting in December 2010, and by the Instructional Leadership Team-Extended (ILT-E) in January 2011.

The results of these two iterations of assessment follow:

ISLO #7: Accountable for Student Learning Ensuring that students graduating from Clatsop Community College will have demonstrated the ability to: Solve problems through critical and creative thinking.			
Objectives:	Indicators:	Findings:	Use of Results:
Solve problems through critical and creative thinking.	2008-2009 A rubric borrowed from Lane Community College applied to student artifacts submitted by instructors rated to exhibit critical thinking and to develop a baseline indicator of effective problem solving through critical thinking.	2008-2009 The pilot evaluators found the Lane rubric scores difficult to replicate; calibration of the rubric was not successful. No general assessment of the outcome was reached.	2008-2009 The College developed its own rubric to be subsequently used.
	2009-2011 Composite scores will average "Acceptable" (3 on a four point scale 1-4) on a sample of 42 research papers collected Spring 2010 and scored using a rubric developed by the College.	2009-2011 Scores of sample papers vary widely; calibration attempts were more successful with the new rubric, and general agreement exists that the new rubric can be used to assess critical thinking.	2009-2011 The unevenness of the critical thinking attributes in the sample papers reinforces the college's intent to collect samples deemed by students to be their best efforts in an electronic portfolio system. Further training of faculty and staff on the components of critical thinking will also be offered.

The baseline scores fall below that set as criterion for success. Also, the unevenness of the scores in the sample papers suggests that those artifacts were not solicited from students to be their best work in applying critical thinking. This reinforces the college's intent to collect samples deemed by students to be their best efforts in an electronic portfolio system. Furthermore, discussions

with those scoring the papers indicated a need for additional training opportunities for faculty and staff on the concepts of critical thinking and how they are evaluated in written, visual, and aural artifacts.

ISLO #8: Demonstrate the skills and tools needed for life-long learning

The CAT has determined that a follow-up survey of graduates (at 6-9 months after graduation) being instituted as part of the college’s program effectiveness 3-year review will be a useful source of information about the continuing education activities in which the graduates engage. Questions in the follow-up will be aimed at eliciting continued higher education enrollment, training and CEUs related to employment, and individual self-improvement activities such as professional reading, personal research, or training others. Students seeking transfer degrees will be asked success in transferring, satisfaction with Clatsop CC’s program, and success at the university level. Students graduating with workforce degrees will be asked about employment, wages and benefits, satisfaction with Clatsop CC’s education for workplace success. In addition, employers of these graduates will be surveyed to ascertain satisfaction with Clatsop grads.

ISLO #8: Accountable for Student Learning Ensuring that students graduating from Clatsop Community College will have demonstrated the ability to: Demonstrate the skills and tools needed for life-long learning.			
Objectives:	Indicators:	Findings:	Use of Results:
Demonstrate the skills and tools needed for life-long learning.	Institutional success defined as graduates’ responses to a 6-12 month follow-up survey that imply that 75% are engaged in some form of continuing education or self-improvement	The initial re-activated survey will be conducted during Spring term, 2011.	No results yet, but the graduate survey will also be used in future program effectiveness reviews.

Evidence pertaining to this outcome is expected to be extracted from the initial survey in Spring 2011.

Core Theme and Program Review Assessments and Improvements

With the development of the College’s four core themes, assessment of each core theme’s objectives have been underway. Many of these efforts are a continuation of efforts already in place, simply modified to a slightly different perspective. Other core themes caused the College to look at itself with different eyes and look at assessment wholly new. The result at this juncture in the transition process is uneven progress between core theme assessments, including disparity within core themes as well. Still, the process of identifying core themes and embarking on the identification of indicators, data sources, and primary responsibilities has been embraced by several on campus involved in the tasks because it has begun to brought a more seamless comprehension to assessment activities on campus that before now seemed to be disjointed and at times at odds with one another.

Oregon Coast Community College Core Theme Progress Update

OCCC is in transition in updating its core themes. Upon learning in late 2009 that OCCC would no longer derive its accreditation through Chemeketa Community College, OCCC awaited the progress and the established product taking place at the College. OCCC will soon be embarking on a similar process to develop updated core themes that will revisit what the College currently has in place.

Oregon Coast Assessment Update

OCCC has developed a set of institutional effectiveness indicators that are tied to its strategic themes developed in 2005 and 2006. Assessment and planning processes need to be reviewed and updated to include relevant and appropriate core themes that are measurable and tied to the budget process.

Advisory committees for the Nursing and Aquarium Science programs at OCCC work closely with faculty and staff to review program effectiveness. Faculty need to be provided with more direct opportunities to take active and primary roles in the assessment of programs and services.

OCCC attempts to have alignment between its core themes and the delivery of services. All courses and degrees have learning outcomes, with course outcomes related directly to program outcomes. Assessment of student learning, although accomplished frequently at the course level, has yet to be incorporated into a broader assessment to improve and enhance student learning support and achievement at the program level. While faculty have the responsibility to evaluate student learning outcomes, individual student learning outcomes need to be systematically tied to broader program level effectiveness. OCCC needs to develop institutional student learning outcomes as well. As assessment and planning processes are reviewed and revised to incorporate new core themes, and assessments are developed and fully implemented at all levels of the institution, results of assessment will be distributed to the college community and other constituencies.

OCCC uses a wide variety of information to measure whether its efforts are meeting with success and achieving intended outcomes. For example, the data results from the Community College Survey of Student Engagement (CCSSE) are especially important for OCCC in measuring student outcomes. With the recently established relationship with the College, OCCC will be focusing more of its efforts on reviewing its assessment processes in partnership with Clatsop Community College; both institutions believe each can help the other improve and enhance our campuses' assessment efforts.

Core Theme I: Foundation Skills

Planning, Assessment and Improvement

The College's Foundation Skills core theme intends to develop a foundation of skills and abilities for students so they become capable of attaining their educational goals.

Members of the Accreditation Team followed up with the measures for Foundation Skills and gathered and analyzed the available data.

Core Theme I:		Foundational Skills: Develop a foundation of skills and abilities for students so they become capable of attaining their educational goals.	
Objectives:	Indicators:	Findings:	Improvement:
Objective A: Provide effective first contact services for students.	A1: 75% of surveyed students indicate > average satisfaction with first contact services.	A1. SENSE Data: 81.4% felt welcomed vs. 72% average for other colleges. 50.3% satisfied with financial assistance information vs. 48.2% Average. 60.2% had a	A1. Continue to survey students after first contact; increase the detail of the survey to target areas where we are lacking.

Core Theme I:	Foundational Skills: Develop a foundation of skills and abilities for students so they become capable of attaining their educational goals.
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Objectives:	Indicators:	Findings:	Improvement:
		staff member learn their name vs. 44.5%. 67.3% had a specific person (advisor) assigned to them for information and assistance vs. 22.8% average.	
	A2: 80% of students referred to advising before initial registration met with advisor.	A2. 482 people met with initial advisors before Fall term.	A2. Continue to increase the percent of individuals who see initial advisors, with the possibility of making it mandatory.
	A3: Ratio of new students to initial advisor does not exceed 80:1 to ensure their ability to perform their duties.	A3. Joanne Swenson 167 Randy Collver 150 Laurie Choate 70-80 Kristen Wilkin 40 Debby Robertson 40 Tom Gill 5	A3. Attempt to spread advising over a wider group of people to lower the numbers to at least 80:1.
	A4. First contact events (e.g., New Student Orientation) receive 3.5 aggregate student satisfaction score (on a 5-point Likert scale).	A4. We have no survey data yet. We do have numbers from 2009 regarding attendance and return numbers. 120 students attended 2009 orientation before Fall term and 89% of them returned for Winter term.	A4. Survey students after events and use those surveys to target areas we need to improve to hit our target of a minimum of 3.5 aggregate student satisfaction for our events.
Objective B: Provide tools and resources, including initial assessment, that enable students to achieve their foundational skills.	B1: 80% of initial assessments accurately indicate student readiness.	B1: Findings not yet available	B1.1: N/A B1.2: N/A
	B2: 80% of students successfully complete coursework to address foundational skills.	B2: Findings not yet available	B2: N/A
Objective C: Support students with tailored services so that they are successful in achieving foundational skills.	C1: 75% of students served by College specialized programs are identified as successful completers based on program standards.	C1. Findings not yet available.	C1. N/A
	C2: 80% of students served by College specialized programs persist from 1 st year to 2 nd year.	C2.: Data not yet available	C2. N/A
Objective D: Courses prepare students to attain their foundational skills.	D1: Breadth of foundational skill based course offerings meet 100% of all program requirements.	D1. A review of the college catalog showed that 100% of the College's current program requirements are met by the foundational skill based courses offered by the College.	D1. While this indicator is currently met, this review must occur annually to consider curricular revisions, updates, and additions.
	D2: 70% of students indicate they need to develop at least one foundational skill in order	D2. For Fall term 2009, 21% of students were registered for a developmental education	D2. Participation of students in developmental courses is far lower than anticipated. While initial reaction

Core Theme I: Foundational Skills: Develop a foundation of skills and abilities for students so they become capable of attaining their educational goals.			
Objectives:	Indicators:	Findings:	Improvement:
	to attain their educational goal.	course.	may be this is a positive result indicating less developmental support of students is needed, concern exists that students with foundational skill needs are not enrolling in the necessary courses to prepare them for college-level work.
	D3: 80% of students who complete a foundational skill based course and continue to a next level course are successful in that course.	D3. Data not yet available	D3. N/A

Additional notes:

A1. Our Satisfaction numbers are higher than average but there is room to continue to improve. In the future our survey questions can be expanded to include more specific targeting questions to uncover any areas we may be Falling behind in.

A2. While we don't have current percentages, we will continue to monitor and track advising to see if we are achieving our goal of a 80% follow through rate of those assigned an initial advisor. If we struggle to meet our goal we may consider making initial advisement mandatory to ensure students are getting the help they need.

A3. Some of our current advisors are exceeding our ideal limit of 80:1. We plan to increase the number of advisors available in the future with the hope of contracting faculty to provide additional numbers for Summer advisement.

A4. We plan to begin surveying students at our various first contact events to assess the success of these events. Once we have survey results in hand we can then make improvements to our events to better meet the needs of our incoming students. In addition we may consider holding

The COMPASS by ACT is the primary assessment tool the college uses within the admissions process to determine a degree or certificate seeking student's starting point in Math, Writing, and Reading. It is intended to contribute to student success and retention by placing students in coursework in which they are prepared to success. After students complete the Compass they are referred to their initial advisor who can help them select their first quarter of courses at the College based on their placement results. Compass data is uploaded upon completion into each student's electronic record and viewable by authorized staff/faculty through the Student Management & Advisor modules in SeaNet. It also links electronically to online registration to lock or unlock courses requiring prerequisites in math, writing, or reading comprehension. The Compass is required as part of admissions for all students with the exception of those demonstrating success in writing and math previously. For students with prior coursework Compass waivers are available.

Director of Learning Resource Center: A hard copy of the COMPASS test results are given to each examinee at the conclusion of their tests. A copy of the hard copy is taken to Student

Services for use in verifying the electronic data which is sent to SeaNet for inclusion in the student's electronic record. The Recruitment Coordinator verifies the data.

This objective (B1) is an acceptable and meaningful measure of the objective because the COMPASS assessment instrument has been designed to assess foundational skills and it is administered to all students who have not previously demonstrated readiness to succeed in college.

Writing Instructor: The Writing Department has developed four rubrics (WR 121, WR 122, WR 123, WR 227) which it has used to analyze student papers from a variety of courses. The department keeps an assessment notebook, where it has compiled the various data from blind readings of student papers. Initially, the approach to assessing papers was somewhat haphazard, but in 2010 the department completed a comprehensive random sample using a common prompt administered in all WR 121 courses. Following assessment sessions, the instructors highlight areas which need improvement (e.g.: conclusions, thesis statements, MLA format) and alert all instructors to the conclusions. They then adjust teaching to provide greater emphasis on students' weak points.

Mathematics Instructor: The mathematics department has long recognized the need to improve the quality of its developmental math instruction. Problems with developmental math instruction have included: frequently misplaced students using COMPASS; difficulty in identifying specific gaps in students' mathematical knowledge; inconsistency in instruction; course drift; and student frustration with the length of time required to complete their developmental sequence, its associated costs, and the inherent redundancy found in the different courses in the sequence. Although students' success rates have typically been around 75%, higher than the national average, this is the result of the extremely large amount of time our faculty spends with students outside of classroom and office hours, often at the expense of other responsibilities. In addition, the 2009/10 academic year saw a sharp increase in enrollment, and the student success rate dropped to 68%.

The developmental math redesign modularizes the content of the five developmental math courses into three: pre-algebra, beginning algebra, and intermediate algebra. After initial COMPASS placement into development mathematics, a student completes a diagnostic test using a computerized math software system (ALEKS) and is provided by an individualized program of study that includes only the concepts that the student has yet to master. Tutorials, video lectures, homework, and testing are delivered online, and students will have access to on-demand assistance from instructors and tutors in the lab. Lab hours will be mandatory for all students. In addition to completing homework and assessments through the software, students are required to keep a notebook in which they record hours spent on task, objectives mastered, and include notes and worked-out problems so that the faculty can determine their ability to "write math" effectively. Students demonstrate mastery of the material before moving on to the next module.

Redesign has made developmental math courses truly learner-centered. Individualized learning plans, in combination with time-on-task requirements, help students to proceed at a pace and on a path that is appropriate to their skills and preparation. A multitude of content delivery modes

accommodate students' diverse learning styles. On-demand assistance and immediate feedback help students develop persistence and avoid cementing misunderstandings. ALEKS provides instructors with time and progress reports on each student, enabling instructors to monitor each student's success and provide appropriate intervention. Time reports provided by ALEKS include: time per day and week, total time, time and topic, and expected time needed for completion. Progress reports include: number of objectives mastered, objectives broken out by mastery, in progress, and those not yet attempted. Objectives that are in progress are categorized according to levels of mastery: has mastered, has probably mastered, has probably not mastered.

Developmental Education Instructor: The Developmental Education Instructor uses standardized tests that come with texts, such as the Langan "Ten Steps" series which are calibrated unofficially to high elementary, middle school, and high school reading levels. If the students are able to use the reading skills they are taught to decode text in their corresponding "range." They then move to the next level, that determination being made by their scores on the standardized tests. The instructor also uses a number of in-class activities that involve decoding, analyzing, summarizing, and evaluating (Bloom's taxonomy) and uses these activities to determine what additional strategies students need to master to succeed at college level work.

Starting Spring term 2011 the Developmental Education Instructor will be abandoning texts and tests and begin using the COMFIT software learning system for both developmental reading and math. Students are assessed through the program which then develops a programmed study plan for them to bring them up to college level. This program was highly recommended by developmental education teachers, including Elizabeth Smith from the State College of Florida. Ms. Smith states:

“Consistently, over the past seven years, my sections using Comfit have had the highest class average of all the sections on this campus on the state grammar exam.

In addition, the tech support is really good. For the first several years, I never had any tech issues at all. When the company started to grow and their offerings became more sophisticated, understandably there were some kinks to work out. I didn't have a lot of tech issues, but the ones I did have were resolved very quickly--usually right when I was on the phone with tech support.”

Writing Tutor: Students sign in, and the Writing Tutor notes the course or project that involves writing. The Writing Tutor keeps track of the time in and time out—the duration of student appointments. All of this information is kept on paper files. On occasion, the Writing Tutor has sent in a simple report to his supervisor that includes the number of visits, the number of different students who came, the courses that they are taking, and the hours spent tutoring them. This information may or may not be counted in the college's cumulative FTE. However, the tutor is not engaged in testing or assessment of any kind other than the immediate critical response to the work students present. This is a very service-oriented, position and a lot of what happens is not currently recorded.

Lives in Transition Program Coordinator: Potential LIT students fill out an Information Form that asks basic contact information, and class preference (day or evening) as well as information

about gender, high school graduation status, and how they learned about LIT. This information is kept in the student's LIT file.

Every student signs a LIT contract that outlines LIT expectations. Students have the option of signing a Release of Information, especially if they are working with community partners. This information is kept in the student's file.

Students complete daily evaluations after each class. Evaluations ask about topics of discussion and students rate the topic's helpfulness. Other questions include:

What stands out as a high point in today's class?

Were there people or situations that were uncomfortable?

Were there people or situation that were nurturing?

What did I learn that will help me move toward success?

Are there any classroom concerns or issues that you would like to discuss with the instructor or program director?

Daily Evaluations are kept in the LIT general files by class. The evaluations provide a continuous evaluative process about class content, classroom interactions, potential problems, and valuable student experiences. The evaluations are also used to integrate class information into the personal lives of our students as they develop action plans for future goals. Student evaluative comments have been used in grants and presentations as annotated documentation about the success of the LIT program.

Student compass test results have been periodically kept in student files or compiled to document college readiness. Student GPA results have also been periodically calculated and compared with other student cohort groups to validate program success.

PLUS and TRIO Programs Director: The Plus Program (a TRiO/Student Support Services Program) asks all of the students in our program to take a study skills inventory called the *Learning and Study Strategies Inventory (LASSI)*. This 80 question, on-line inventory is used as a screening tool to help our students and staff determine if students need training in areas such as positive study habits, test taking skills, and developing a realistic outlook regarding the nature of college courses. The LASSI gives students scores on 10 scales with titles such as: Anxiety Scale, Motivation Scale, Selecting Main Ideas Scale, and Information Processing Scale. After students complete the LASSI, they meet with their Plus Program Coordinator to review their results. In situations where student's scores suggest that students are scoring below the norm on that scale, the Coordinator and the student determine if the student needs to develop a plan to improve in that area. Strategies for improving can range from learning to create and use flash cards to working with a counselor to deal with general anxiety. The Plus Program has developed handouts to suggest strategies which can be used to improve a student's score on each of the 10 LASSI scales.

Reference Librarian: The Reference Librarian teaches Information Literacy (IL) across the curriculum and keeps records of this in a table (See *Example of IL Instruction and Assessment for Fall term 2010* in Accreditation Resources). Class instruction is assessed and improvements are made each term.

Resources: The library hosts a wide variety of print and online resources that support student interests and needs in foundational courses. Many of these can be viewed and accessed on our website: <http://lrc.clatsopcc.edu>. The efficacy of these resources is assessed, in part, through both annual faculty and student surveys.

The Reference Librarian advises students, including those in foundational classes, based upon test scores, interests, registration information, and SeaNet information.

This objective (B2) is an acceptable and meaningful measure of the objective because instructors and staff in various areas make it their business to test, assess, and recommend action based upon purposive contact with large numbers of students.

Clatsop Community College has an evolving and increasingly engaging process for participatory forums for students to discuss ways in which we could better serve new students making the transition into college.

Tailored Support Services (Objective C): The College's specialized programs. Lives in Transition (LIT) and PLUS for students are well liked and supported. Data will be forthcoming that assesses the success of these programs in helping prepare students' foundational skills and their attainment.

Foundational Skill Attainment (Objective D): While participation rates were far lower than anticipated, the College's implementation of the Foundations Institute will be closely monitored to see if participation can be increased. Data on next level success should be available in Accreditation Resources April 2011.

Instructional Programs that Support Core Theme I

Foundations Institute

The Foundations Institute will be focused on four primary content areas – Reading, Writing, Mathematics, and study skills.

Reading students will complete exercises and longer readings to prepare for 100 level college courses. Students will work on reading areas in phonology, vocabulary, and comprehension skills as determined by a placement exam. While enrolled in reading improvement courses, students will be assessed using software and other measurements to show mastery of reading benchmarks as determined by the Oregon Learning Standards developed by the Oregon Community Colleges and Workforce Development. Regular assessment of benchmarks will allow for movement of students from one level (e.g. RD 80) to another (RD 90) during the term once skills have been mastered.

Writing students will receive instruction in grammar and writing of paragraphs and essays. Grammar instruction will be supplemented and assessed by software program(s). Writing samples will be assessed using standardized measurements developed for GED testing and by the Learning Standards developed by the Oregon Community Colleges and Workforce Development

(in progress). Students who meet benchmarks at one writing level (e.g. paragraph writing) will be able to move to the next level (essay writing) within the same term.

In Mathematics, students will complete coursework under three developmental courses MTH 060, MTH 070 and MTH 095. Data will be collected using the ALEKS software system. Indication of completion of Student Learning Outcomes will be indicated by students showing 80% mastery of ALEKS module objectives. Students who complete the objectives for one course before the end of the term will be able to move to the next level within the same term.

Study skills will be integrated into the reading, writing, and mathematics modules as well as explored as part of a separate class structure. Students will be assessed by standardized exams and through self-evaluations.

The faculty responsible for reading, writing, and study skills will evaluate students using assessments from the learning tools employees, Oregon adult basic skills learning standards, and student self-evaluations to determine mastery of college readiness benchmarks. The Mathematics faculty be evaluating student achievement of Mathematics learning outcomes through monitoring student progress in the developmental course sequence. Faculty use the ALEKS software tools as well as departmentally designed assessments to monitor student progress.

Provide developmental courses and programs, and remedial assistance			
Objectives:	Indicators:	Findings:	Use of Results:
Students' reading skills are sufficient for success in college-level courses	80% mastery of skills in Comfit Learning and Oregon Learning Standards	Findings not yet available	N/A
Students' writing skills are sufficient for success in college-level courses	80% mastery of skills in Comfit Learning and Oregon Learning Standards	Findings not yet available	N/A
Students' math skills are sufficient for success in college-level courses	80% mastery of ALEKS learning objectives	Findings not yet available	N/A
Students' study skills are sufficient for success in college-level courses	80% mastery of course learning objectives	Findings not yet available	N/A

The ALEKS software covers the developmental mathematics curriculum in a comprehensive fashion. ALEKS modules comprise the major topics of study at any particular skill level, and the objectives for each module generally cover the required concepts in a sufficiently broad way. The ALEKS software has clearly defined learning outcomes that are additionally reviewed by the mathematics faculty. In addition, mathematics faculty review the content of the ALEKS software to ensure that all important topics are covered in a satisfactory way.

The reading and writing software covers the basic skill competencies necessary to be mastered prior to enrollment in 100 level courses. Students will test out of the program when mastery of language arts skills is complete. Faculty will review student writing and compare to GED and Oregon Learning Standards transition level for Adult Basic Skills to

determine readiness for college writing. Language arts faculty will also ensure that the students' understanding is sufficient for success in college level courses through the use of Comfit learning software in combination with departmentally designed learning projects and assessments. The Comfit learning software diagnoses and adapts to ensure the student is learning at the appropriate level. Instructors can also choose special topics needed for student remediation.

The faculty has been involved in selection of software and design of language arts curriculum. Faculty will make adjustments as needed to ensure student mastery and success of reading, writing, and study skills. Mathematics faculty will ensure that students' understanding is sufficient for success in college-level courses through the use of the ALEKS system in combination with departmentally designed learning tasks and assessment. The departmentally designed materials should reflect the learning objectives common among other comparable institutions.

The ALEKS software system is exhaustive in its coverage of the math curriculum at the developmental algebra and pre-algebra levels. The ALEKS' adaptive artificial intelligence system works both as a diagnostic and as a teaching tool to ensure that students are accurately placed and move through the curriculum in an appropriate fashion.

The mathematics faculty has been actively involved in the design, approval and implementation of the ALEKS software and curriculum. In situations where the faculty determines that the ALEKS system provides incomplete coverage of topics, the faculty will make the appropriate revisions to the curriculum.

Core Theme II: Transfer

Planning, Assessment and Improvement

The College's Transfer core theme aims to prepare students to successfully continue their education at a four-year college or university.

Members of the College Accreditation Team worked collaboratively with the College's Campus Assessment Team (CAT) to gather, analyze and synthesize the data to measure the objectives for the Transfer core theme, which correspond with the College's Institutional Student Learning Outcomes (ISLOs).

Core Theme II: Transfer: Prepare students to successfully continue their education at a four-year college or university.			
Objectives:	Indicators:	Findings:	Improvements:
A1. Communicate effectively through writing, speaking, and imagery	A1. Sample papers from WR 121, 122, 123, and 227 are assessed using a common rubric. The college has 4 years of samples/data with which to measure this objective.	A1. Expected results are 3 – <i>Well Developed</i> . This is according to a scale of 1-4 where 1=Underdeveloped and 4=Very Well Developed	A1. Starting in the Fall of 2010, only WR 121 students will be assessed, as WR 121 is required in all degrees and certificates. Instead of a sample, a population survey will be used in WR 121. Also, students will be writing to a common prompt and assessment will include full time and part time writing faculty. In the future, students will post work to the eportfolio, TASK, where it will be assessed.

Core Theme II:		Transfer: Prepare students to successfully continue their education at a four-year college or university.	
Objectives:	Indicators:	Findings:	Improvements:
B1. Act with Integrity	B1. A rubric assessing this objective is being applied to 45 sample papers from a variety of classes in the Spring term of 2010. This assessment is currently underway. This will be the first year of collection.	B1. Expected results are 2 – <i>Acceptable</i> . This is according to a scale of 0-3 where 0=Unacceptable and 3=Best	B1. In the future, students will be prompted to post work that exemplifies integrity to the eportfolio, TASK. Students will be assessed by how well they acknowledge the work of others.
C1. Understand and Appreciate Diversity	C1. A diversity questionnaire is given to students at graduation rehearsal. The questionnaire uses a specific element of diversity – oppression – to assess student knowledge. The college currently has three years of data.	C1. Expected results are 2 – <i>Demonstrates an Emerging Understanding of Oppression</i> . This is according to a scale of 0-3 where 0=No Understanding of Oppression and 3=Demonstrates an Understanding of Oppression	C1. Instead of administering this assessment tool at graduation, the questionnaire will be attached to the student graduation petition in order to give the student more time for reflection. C2. Also, the Assessment Committee will assess whether oppression is a useful proxy for assessing this objective.
D1. Work effectively individually, collaboratively, and as a leader	D2. Working effectively individually and collaboratively will be measured in CWE, or the Cooperative Work Experience program, and its service learning experiences. The Dean of Learning and the Director of CWE will use reports from supervisors within the program to measure the ability of students to meet this objective. The first set of data will be taken in the Fall term of 2010. This data will serve as baseline data for the first draft of the accreditation report.	D2. Results are expected to reflect an adequate ability to work individually and collaboratively – a 3 or higher on a 4 point rating scales. Working effectively as a leader will be assessed in the future.	D2. Review and improve supervisor evaluation process, including assessing the ability to work effectively as a leader.
E1. Solve problems through critical and effective thinking	E1. A sample of 45 papers are scored using a rubric developed by a workgroup that piloted a critical thinking assessment in 2009. This assessment is currently underway. 2010-2011 will be the first year of collection.	E1. At least minimal results	E1. In the future, students will post work to the eportfolio, TASK, for assessment of this objective, scoring them in a longitudinally valid way.
F1. Demonstrate the skills used for life-long learning	F1. The college is re-activating a 6 month graduate follow-up survey to determine whether students are continuing school as well as finding employment. Findings pertaining to continuing study, formal or informal, from these contacts will be the evidence from which the CAT infers student capacity for life-long learning.	F1. Initial data will be collected in the Winter term of 2011 and be utilized in the first draft of the accreditation report.	F1. Improvements include determining the colleges attended, rate of employment, and professional fields chosen by students after completion of a 4 year degree. F2. Another improvement is to obtain the resources to extract and analyze available data, perhaps through an Institutional Researcher position. F3. Also, the college will refine and improve the operational definition of the ISLO based on the results.

From the data results and analysis the overall assessment of this core theme is that the College has developed some baseline information to determine the College's effectiveness in preparing students for successful transfer to a four-year college or university. While the data from the first objective, *Communicate effectively through writing, speaking, and imagery*, solely reflects measurement of communication through writing, in the future the college plans to expand this measurement to speaking and imagery. All programs require that students take WR 121. Writing faculty have created the methodology for assessment and, in addition, carry out the assessment of this objective. As a result, the current methodology for assessment is a valid measure of writing effectiveness. However, there is no one universal, required course for speaking or imagery. To address this, one possibility would be to include measurement of this objective in a First Year Experience, which the College is discussing as a possibility.

The second objective, *Act with Integrity*, is measured through an understanding of intellectual property, specifically acknowledging the work of others through proper attribution. This is a very specific aspect of integrity in what could be interpreted as a complex idea. The institution will need to collect and review the baseline data to determine if, one, the college is teaching attribution thoroughly, and two, if we wish to continue with this narrow interpretation or expand the scope more broadly.

The third objective, *Understand and Appreciate Diversity*, uses the proxy of oppression for measurement. The results indicate a subpar understanding of oppression and related issues. The College has several years of collected data, and although it plans on changing its approach to how it distributes the survey to graduating students, it must also determine if the current proxy of oppression is the appropriate measure of this objective. This discussion will most likely be led by the Campus Assessment Team.

Currently, the fourth objective, *Work Effectively Individually, Collaboratively, and as a Leader*, is measured effectively through students in the Cooperative Work Experience program. These students are working closely with and being evaluated by their supervisors. The methodology for assessing this objective is, therefore, valid, particularly in measuring how students work *individually* and *collaboratively*. However, CWE students are a small subset of the College's student population. The challenge will be how to expand this measurement to apply to a broader sample of students and programs, as well addressing the final component of this objective – working effectively as a *leader*. Again, the Campus Assessment Team will lead the exploration of these issues.

Perhaps the most significant finding for this core theme comes from next level success data obtained from the Oregon University System's (OUS) Office of Institutional Research (see table below). Although the numbers are close enough to perhaps prove statistically insignificant, the data seems to indicate that students from the College who transfer to any of the OUS universities do not perform quite as well as students who transfer from all Oregon community colleges. However, CCC students do appear to perform better than students who begin their college education directly at the four-year institution. This shows the College that we could do better to help prepare our students to transfer more successfully, at least to the OUS universities. Since one feature of our community is that we are rural in our location and do not have easy access to a four-year institution in our county, students transferring may be experiencing a greater

adjustment to a likely more urban setting and certainly larger size institution. Preparing students for this socialization aspect of their transfer experience is an area worth exploring in our next iteration of assessing this core theme.

OREGON UNIVERSITY SYSTEM -- Office of Institutional Research
OUS GPA of Oregon Community College previous year students
who attended OUS in year indicated

GPA for all classes taken by CC transfers		OUS 2005-06 GPA	OUS 2006-07 GPA	OUS 2007-08 GPA	OUS 2008-09 GPA
Oregon Community College Transfers	Clatsop CC	2.96	2.88	2.97	3.04
	All Oregon CCs	3.03	3.03	3.05	3.05
OUS Students	Continuing Students	3.08	3.06	3.08	3.08
	First-time Freshmen	2.90	2.91	2.90	2.93

Instructional Programs that support Core Theme II

Associate of Arts – Oregon Transfer (AAOT)

Instructional Programs that support Core theme II include the Associate of Arts-Oregon Transfer (AAOT), the Associate of general Studies (AGS), and the Associate of Science-Oregon Transfer in Business (ASOT-Bus). The Oregon Transfer Module (OTM) as a subset of the AAOT also facilitates the transfer of Clatsop students to baccalaureate granting institutions. The assessment of instruction supporting Core Theme II employs the skill and discipline area requirements of the AAOT as the program level units of analysis of effectiveness. Since the component requirements for the AGS, ASOT-Bus, and OTM are substantially the same, the assessment reports from these areas for the AAOT are useful in arriving at conclusions about the AGS and the OTM.

The assessment of the AAOT was facilitated by the adoption of common outcomes for the components of the degree by all Oregon community colleges and the Oregon University System (See *Outcomes and Criteria for Transferable General Education Courses in Oregon* in Accreditation Resources.). The outcomes, adopted by both the State Board of Education and the Board of Higher Education in early 2010, became a vehicle for common assessment of the disparate offerings within the broad spectrum of General Education.

AAOT Component: Arts & Letters

Given that the AAOT guidelines have changed in the past year, we are in the process of developing new tools to assess the data collected every term. As a result the faculty is developing a rubric that will assess student outcomes outlined specific in the Arts & Letters discipline area.

Each instructor collects samples of student work that reflects the degree of achievements of the following outcome:

1. Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze personal values and ethics within the stream of human experience and expressions to engage more fully in local and global issues. “Arts and Letters” refers to work of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.

Each faculty member assesses artifacts that best represent at what levels these students are mastering required outcomes for the Arts and Letters. For example, the Art faculty is in the process of developing rubrics and portfolios to assess student outcomes. The Spanish faculty follows the American Council of Teachers of Foreign Languages (ACTFL) guidelines to assess course objectives for successful continuation of language learning. The full time writing instructors teach the majority of writing classes. Course outcomes and instruction are lined up with the state mandated course outcomes and criteria. The outcomes are clearly listed in our course descriptions and on our course syllabi. The full time speech instructor Instruction is aligned with these state course outcomes and criteria. Outcomes are clearly listed in course descriptions and course syllabi.

At the discipline level, faculty have met once a year to develop an assessment tool designed to assess student achievement related to outcomes. One example of appraisal at the discipline level is the Annual Juried Student Art Exhibit in which a knowledgeable art professional is brought in from off campus to assess and select student artwork.

At the end of each spring, the writing faculty, after its team scoring sessions, sets aside time to discuss, evaluate, and update assessment procedures. They update the scoring guides as needed. This year the instructors added a new tool, the ‘student course assessment questionnaire’, as a means for evaluating the writing outcomes criteria that the state has recently adopted and that were not included sufficiently in our department assessment process (although faculty have always been teaching these concepts and have assessed them as individual instructors).

At the end of each term the speech instructor and Spanish instructor evaluate and update assessment procedures for each of their course clusters. Sp 111 was redesigned to better cover new state outcomes and criteria for speech communication; although process was always covered, new ideas were incorporated into redesign. For the Spanish courses, the assessment procedure results was used to modify and improve student deficiencies in targeted areas.

AAOT Component: Arts & Letters			
Mission Statement : Provide lower division transfer courses and programs			
2. Program Educational Outcome	3. Criterion for Success	4. Data Collection, Findings	5. Use of Results
1. Interpret and engage in the Arts and Letters making use of the creative process to enrich the quality of life.	Arts and Letters faculty developed rubric based on state mandated outcomes.	In process of collecting data	We plan to use the results to modify teaching strategies in order to improve student learning.

2. Critically analyze personal values and ethics within the stream of human experience and expressions to engage more fully in local and global issues. "Arts and Letters" refers to work of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.	80% of the students evaluated will successfully demonstrate the highest level of competency.		
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The faculty plan to use the results to modify teaching strategies in order to improve student learning. Up to this point, faculty have only shared and discussed the assessment information among fulltime and part-time faculty and administration. In the future the findings will go on the campus website in order to convey this information to students and the wider community.

AAOT Component: Science

To date, science faculty have implemented an evaluation schematic on an annual basis in 5 physical and biological science courses representing a sample of the science department's course offerings. The courses are GS 104, GS 109, BI 101, BI 234. Faculty use a consistent evaluation tool in Biology, Chemistry, and General Science classes.

Presently we are sampling from a set of 5 courses from physical and biological sciences, which have lead to the implementation of changes to those courses in attempts to better set the students up for success. Ideally we would like to sample all courses by the close of academic year 2012. This information would be used to illicit changes in courses to ensure all courses offered under the AAOT meets the outcomes. Once initial sampling has occurred in all courses, by 2012, we plan a random annually sample of courses to be implemented for accountability of course outcomes fulfilling the program outcomes. We plan to continue evaluating the 5 core classes on an annual basis.

AAOT Component: Science			
Mission Statement: Provide lower division transfer courses and programs			
2. Program Educational Outcome	3. Criterion for Success	4. Data Collection, Findings	5. Use of Results
Use scientific modes of inquiry, individually and collaboratively, to critically evaluate diverse ideas, solve problems, and make evidence-based decisions for self, family, community and the world	Students design a project to inquire about some aspect of scientific investigation, utilizing skills developed from the course; students shall all obtain 80% of possible point based on student ratings	Used in courses: GS104, GS109, BI234, BI101 Presently informal assessment and modification of projects occurs in response to results of project, however there is no formal documentation at this point	BI 234 – met expectations, no changes implemented BI101 – worked on hypothesis development, evaluate science resources from the literature and apply literature to critically evaluate diverse ideas and solve problems GS104 – met expectations GS 109 – met expectations
	To improve and meet that 80% student rating, we plan to implement better evaluation of resources, hypothesis generation and abstract review to facilitate evaluation of ideas	Begin to sample the following courses: BI 102, BI 103, BI 222, BI 231, BI 232, BI 233 in addition to current sampled courses	

	and problem solving.		
Gather, comprehend, and communicate scientific and technical information to generate new ideas, solutions. Models and further questions confidently, creatively, and joyfully	Student's present information generated from their study and is assessed by peers. Grading schematic was generated to guide students in assessment of peers with a goal of 80% success	Used in courses: GS 104, GS 109, BI 234, BI 101	BI234 - met expectations BI101 – gather science information from the literature and apply literature to critically evaluate and communicate diverse ideas and solve problems GS104 – went over abstracts more completely GS109 – met expectations, no changes implemented (follow over from material learned in GS 104)
	Utilize the results from Spring 2010 to modify set up of project and better educate the students in preparation for their project	Begin to sample the following courses: BI 102, BI 103, BI 222, BI 231, BI 232, BI 233 in addition to current sampled courses	

Informal qualitative data from 2001 to 2010 have lead to the development of a grading schematic to formally assess student's success. Data generated using the grading schematic from previous courses studied in the 2009/2010 academic years and has lead to the implementation of student group projects and student evaluation of group projects in a wider distribution of science courses offered at Clatsop. Review of data from 2009/2010 has generated area for improvement by better preparing our students for group projects. We now set the students up by a broader review of abstracts, hypothesis generation, as well as gathering and evaluation of information.

We have presented information based on this work at annual scientific conferences at the local, national and international level. For example, we hosted the 2009 NW Bio conference. These issues are also discussed at the Human Anatomy and Physiology Society national meetings, American Association of Physics Teachers, and the Pacific Northwest Association of College Physics. In class, current students get a synthesis of past class's studies, as a narrative as to why we are proceeding with the measures implemented to increase student success. In BI 234, students get a synthesis of the student graded scores to be informed on their peer's assessment of the project.

AAOT Component: Writing (Including Information Literacy)

The full time writing faculty has developed a **scoring guide** to quantitatively measure student writing success and a **student questionnaire** to qualitatively and quantitatively measure related other state-mandated criteria. The full time faculty meets twice each year to administer the tools and evaluate the data. The tools themselves are evaluated annually.

Since 2005-6, the FT writing faculty has met annually to team score papers collected from a cross section of WR 121, WR 123 and WR 227 courses. We have a binder that collects each year's data, and have completed data analysis (see table attached). In 2010, we improved the assessment process to include a more comprehensive approach using a systematic to randomly sample papers from all WR 121 courses. Course outcomes and course assessments are appropriately aligned with AAOT and other program outcomes as well as ISLO outcomes. We

have also piloted a similar assessment process to measure information literacy outcomes recently embedded into the WR 123 curriculum.

Three full time writing instructors teach the majority of writing classes. Course outcomes and instruction are lined up with the state mandated course outcomes and criteria. The outcomes are clearly listed in our newly revised course outlines and on our course syllabi. We are solely responsible for administering and evaluating the writing assessment tools twice each year. Our goal is to continue to invite the participation of our part-time writing instructors.

At the end of each spring after our team scoring sessions, full time writing faculty set aside time to discuss, evaluate, and update our assessment procedures. We have updated our scoring guides as needed. This year we added a new tool, the student course assessment questionnaire, as a means for evaluating new statewide writing outcomes criteria that we felt were not included sufficiently in our department assessment process (although we have always been teaching these concepts and have assessed them as individual instructors).

AAOT Component: Writing (Including Information Literacy)			
Mission Statement Provide lower division transfer courses and programs			
Program Educational Outcome	Criterion for Success	Data Collection, Findings	Use of Results
As a result of taking General Education writing courses, a student should be able to read actively, think critically, and write purposefully, capably, and ethically for a variety of audiences; use appropriate reasoning and artful communication to address complex issues in the service of learning, discovery, reflection, justice, and self-expression.	80% of all students who complete WR 121 will score all 3's on their writing guide for a final essay. Our scoring guide does measure Gen Ed criteria In 2010, Oregon adopted new statewide writing course outcomes, and the College recently developed a course-assessment to measure student feedback about these new Gen Ed criteria,	2001-2005 individual instructors assessed their student progress independently. 2005-06: In Fall 2005, FT faculty developed pilot WR 121, WR 123 and WR 227 scoring guide rubrics. Convened 3/06/2006 for first team scoring assessment. 2006-07 In June 2007, FT faculty met to team score 22 WR 227 and WR 123 papers. 2007-08: met in 6/8/08 to score WR123 & WR 227 technical writing projects. Fall 2009: Scored two sections of WR 121 (approx 35 essays). No formal data analysis available; however, narrative report identifies thesis, evidence and style as strengths. Recognized conclusions and proofreading as ongoing weaknesses. Fall 2010: completed 1 st comprehensive in-class writing assessment using common prompt for all sections of WR 121 representing both FT & ADJ sections. Fall 2010: Completed 1 st exit survey to measure JBAC Gen Ed outcomes encompassing process approach and classroom environment outcomes. Surveyed 29 students from 3 different sections.	2005-06: identified conclusions & evidence of proofreading to be weak spots for our students. Revised rubric to assess thesis separate from title and introduction 2006-07: were pleased to document targeted student success in outcomes within these higher level AAOT transfer courses. Identified need to continue emphasis on conclusions as an element of relative weakness. 2007-08 Pleased with targeted student success. Recognized need to incorporate MLA works cited into WR 227 assignments to meet stated outcomes from scoring guide. Fall 2009: Revised WR 121 curriculum to emphasize sentence faults and verb tense shifts as proofreading issues. Spring 2010: Identified need to conduct more consistent systematic data collection to sample a clearly random cross-sections of all courses (adjunct & FT combined)

AAOT Component: Writing (Including Information Literacy)			
Mission Statement Provide lower division transfer courses and programs			
Program Educational Outcome	Criterion for Success	Data Collection, Findings	Use of Results
			Developed common WR 121 prompt for in-class writing assessment.
As a result of taking General Education Writing courses infused with Information Literacy , a student who successfully completes should be able to: <ul style="list-style-type: none"> • Formulate a problem statement; • Determine the nature and extent of the information needed to address the problem; • Access relevant information effectively and efficiently; • Evaluate information and its source critically; and • Understand many of the economic, legal, and social issues surrounding the use of information. 	80% of students who complete WR 123 will score 3s in the following areas on the scoring guide for their final essay: <ul style="list-style-type: none"> • Thesis/main idea • Supporting evidence/Use of Research • MLA style/citing sources/Works Cited page 80% of students who complete WR 227 will score 3s in the following areas on the scoring guide for their final essay: <ul style="list-style-type: none"> • Statement of Purpose • Supporting Evidence/ Use of Research 	Student's final essay is scored using rubrics for respective classes – WR123 and WR 227 Method for collecting for the assessment of IL in these classes has not been formalized. This will be addressed in the Use of Results/ Improvements section.	Begin discussion with Reference & Instruction Librarian on the possibility of embedding information literacy into WR 121. This scenario would include expanding WR121 to a 4-credit course, including 1 credit of IL.

In 2006, we identified that “proofreading” needed to be worked on more. We set aside time during our fall in-service to discuss ways we could each emphasize proofreading more in our teaching. One instructor attended a conference in Virginia that presented ways of teaching proofreading skills to students who had reading disabilities. In 2007, we identified that “conclusions” as a relative weak point for our students. We set aside time during our fall in-service to discuss ways that we could each emphasize conclusions more in our teaching. Last year, one instructor worked with OCTE at a conference to learn more about the teaching of writing and assessment practices. In 2008, we worked with administration to increase the hours of our on-campus Writing Lab to help our students reach their writing outcomes. In Spring 2009, we adopted a new writing handbook with online quizzes to help us measure proofreading skills. In 2010, we identified “thesis statements” as needing more work. We used fall in-service time to talk about ways that we could improve our teaching in this area.

We discuss the assessment information among the full time and part time faculty. We have included part time writing faculty in previous discussions, but would like to do so more systematically in the future. We send emails to the Office of Instruction about our progress. We have shared our findings with the complete faculty at various assessment in-services and have discussed the importance of emphasizing the designated elements of good writing across the curriculum. In the future, we would like to share this information with the Coordinator of the Writing Lab and on our department web site. Equally important, we report to our students on these department wide challenges, using the scoring guide in our courses to emphasize elements that need additional attention.

AAOT Component: Speech/Oral Communication

In 2005 the speech instructor developed a speech rubric and in the last year developed an entry questionnaire and an exit questionnaire for speech sections of Sp 111 and Sp 219 to determine both quantitatively and qualitatively achievement of the course outcomes. Each term these assignments are analyzed according to the rubric and questionnaires. The full time speech instructor teaches all of the speech classes; there are no adjuncts. Instruction is aligned with the state course outcomes and criteria. Outcomes are clearly listed in course descriptions and course syllabi. The instructor is solely responsible for administering and evaluating assessment tools each year.

At the end of each term, the instructor evaluates and updates assessment procedures. Sp 111 was redesigned to better cover new state guidelines for speech communication; although the communication process was always covered, new ideas are incorporated into redesign.

AAOT Component: Speech/Oral Communication			
Mission Statement: Provide lower division transfer courses and programs and support for a variety of professional technical courses and programs			
Program Educational Outcome	Criterion for Success	Data Collection, Findings	Use of Results
Engage in ethical communication processes that allow people to accomplish goals	100% of Sp 219 students will be able to correctly define and articulate the phenomenon of "Groupthink"	Analysis after two terms of midterm exams, students in both classes demonstrated a 50% success rate in defining "Groupthink"	It is clear that more emphasis needs to be given over to the study of conflict management in the course; more of the next syllabus is dedicated to that.
	100% of Sp 111 students will be able to ethically acknowledge other sources of information through citation.	Roughly 40% of students over the last term in Persuasion were able to correctly acknowledge sources of information through citation.	More interaction with information literacy is necessary; a more specific assignment will follow.
	100% of Sp 111 students will complete two evaluations of outside of class	Over the past three terms, roughly 95% of students completed the evaluations outside (of class speakers)	Continue to emphasize importance of outside evaluation, perhaps increase worth of assignment.
Respond to the needs of diverse audiences and contexts	100% of Sp 111 students will conduct and utilize a basic audience analysis	Over the last three terms, roughly 60% of students conducted the audience analysis.	The tool of audience analysis will be introduced at an earlier juncture in the course.
	80% Sp 219 students will demonstrate the basic problem solving process as laid out in the course text through test and final analysis paper.	Over the last year, roughly 65% were able to identify the basic problem solving process.	The chapter will require its own assignment and further discussion is needed.
	100% of students will be able to define and demonstrate "Ethos" in their informative speeches.	85% of students clearly articulated their "Ethos" for the speech.	In process of creating this to run all the way through, idea of ethos will continue through all speeches.
Build and manage personal and community relationships	80% of Sp 219 students will demonstrate understanding of the model of group formation through test and final analysis paper.	50% of students were successful at demonstrating an understanding of group formation and its model.	Currently in process of developing further instruction of this idea.

In 2006 the speech instructor saw that "Ethos" was a problem for students. As a result the speech instructor put in more emphasis of credibility for the informative and persuasive speeches. The instructor had to look for new ideas in incorporating this concept into new and different places

for ethos. In 2008 the speech instructor determined structure was a problem for students and created more emphasis on structure and specifically outlining. In 2009 delivery became a big issue, and as a result the speech instructor added more speeches to the course, and delivery seems to be improving. As of now we have only shared and discussed the assessment information among full time faculty and administration (office of instruction). In the future the speech instructor would like to make information available on campus speech website.

AAOT Component: Social Sciences

We have collected written samples from two academic terms (Spring 2010) and (Fall 2010). The papers were refereed by all department faculty. Multiple ratings were scored by each faculty member. Each faculty generated a score for each paper. The aggregate scores were used to generate a combined average. For Fall 2010 the sampling has been expanded. Fall the Fall 2010 papers will be sampled from a Psychology, Anthropology and History course. These results will be combined to provide a comparison with the Spring 2010 sample, and will also generate a master score for the two terms combined.

At the course level, the course instructor evaluates student work to determine outcomes and individual progress toward satisfactory progress and completion of the course. At the department level, the Social Science faculty evaluates students' progress and performance each term through a review of student work samples. We track degree and program performance through advising. Faculty evaluate course outcomes and student achievement with objectives set forth in course syllabi and Social Science AAOT outcomes. Note: Two of the Social Science faculty have only been at Clatsop Community College since Fall 2008. A third faculty member joined the department in fall of 2010.

- Faculty meet periodically to review the achievement of outcomes in samples. Faculty concluded that the Spring 2010 review was too small a set as it did not include Psychology. For the fall of 2010, we have generated a list of subjects that require further investigation.

AAOT Component: Social Sciences			
Mission Statement: Provide lower division transfer courses and programs			
2. Program Educational Outcome As a result of taking General Education Social Science courses, a student should be able to apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate and predict human behavior	3. Criterion for Success students enrolled in various social science classes each wrote a paper that required the application of analytical skills. In a random sampling of 30 papers using a matrix scale ranging from 1 – 3, a score of 2 or above meets the criterion.	4. Data Collection, Findings Evaluation of the random sample resulted in an average score of 2.15, meeting the established criterion. Because a random sampling was used, the results could not be tied to any specific course or courses – nor did they specifically isolate the elements of the criterion for the assessment, thus providing general data but not specific data. Also, elements meeting expectations and those needing improvement could not be identified from the data collected.	5. Use of Results Faculty collect data by assigning projects/papers designed to assess the criterion. However, each element of the criterion will be specifically isolated and assessed through the use of department standardized rubrics. This will occur in stages, commencing with an assessment of a student's analytical skills. Assessment and data collection will continue with rubrics being developed to assess each of the remaining elements of the criterion once we have a solid handle on student's analytical skills.

As a result of taking General Education Social Science courses, a student should be able to apply knowledge and experience critically so as to realize an informed sense of self, family, community and the diverse social world in which we live.	Criteria not set	Not evaluated in since this cycle of evaluation	Not evaluated in since this cycle of evaluation
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Data from the sampled set from Spring 2010 of student papers indicate students are meeting the first intended educational outcome. This sample needs to be expanded to survey other disciplines in the Social Sciences. For example, Psychology was not included in the Spring 2010 sample. The second outcome will be evaluated in future assessments by faculty of student samples. A report of the data was provided at the end of the 2009-2010 academic year departmental meeting and faculty meeting.

Core Theme III Workforce

Planning, Assessment, and Improvement

Core Theme III, *Workforce*, aims to prepare students to succeed and compete in a worldwide economy.

Assessment of Core Theme III is accomplished by evaluating the three objectives relating to preparation for workforce entry, success in attaining employment and responding to changing workforce needs and demands, and determining continuing program relevancy and currency.

Members of the Accreditation Team followed up with the measures for Workforce and gathered and analyzed the available data.

Core Theme III: Workforce: Prepare students to succeed and compete in a worldwide economy.																			
Objectives:	Indicators:	Findings:	Improvements:																
Objective A: Provide workforce students with knowledge and skills which prepare them for successful entry into the workforce.	<p>A1: A 65% aggregate graduation rate for students majoring in professional and technical certificate and degree programs within four years of matriculation.</p> <p>A2: 85% of program completers who seek it will receive licensing or certification in their field.</p> <p>A3: Students will achieve a workforce portfolio assessment score of ≥ 2 on a scale of 0 – 3 in demonstrating successful completion of program outcomes.</p>	<p>Data is gathered by each program through program review and evaluation</p> <p>Graduation rate: Data unavailable.</p> <p>Graduation numbers: (number of students who graduated with certificate or AAS degree.)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cert</th> <th>AAS</th> <th>Tot</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>28</td> <td>28</td> <td>56</td> </tr> <tr> <td>2009</td> <td>22</td> <td>33</td> <td>55</td> </tr> <tr> <td>2010</td> <td>31</td> <td>24</td> <td>55</td> </tr> </tbody> </table> <p>Licensing success (08-09): RN license: 100% LPN license: 100% AWS Welding: 100% Maritime: radar 98% Maritime: USCG lic: 98%</p> <p>Portfolio scoring rubrics are under development, and will be completed spring, 2011.</p>	Year	Cert	AAS	Tot	2008	28	28	56	2009	22	33	55	2010	31	24	55	<p>Graduation rates: Data is unavailable; need consistent methods for collecting data.</p> <p>Though graduate rate data is unavailable, raw data for numbers of graduates is listed. Numbers are steady over the past 3 years.</p> <p>Licensing success: Goal has been met.</p>
Year	Cert	AAS	Tot																
2008	28	28	56																
2009	22	33	55																
2010	31	24	55																

Core Theme III: Workforce: Prepare students to succeed and compete in a worldwide economy.			
Objectives:	Indicators:	Findings:	Improvements:
Objective B: Students successfully acquire employment in their desired field, and are able to respond to shifting market employment needs, changing technology, and necessary training upgrades.	<p>B1: 75% of workforce certificate or program graduates will successfully acquire employment in their field.</p> <p>B2: 85% of graduates' employers surveyed rate student's job readiness and performance satisfaction with a score of ≥ 2 on a scale of 0–3.</p> <p>B3: 60% of graduates will report additional training or education within 2 years of completion of program.</p>	<p>Campus wide graduate surveys are under development.</p>	<p>Develop systematic methods of collecting, collating, and analyzing graduate and employer data.</p>
Objective C. Continually monitor workforce programs to ensure student satisfaction, program relevancy, and content rigor.	<p>C1: Workforce students surveyed about certificate and degree satisfaction will rate their experience with an aggregate score of ≥ 3 on a 5-point Lickert scale.</p> <p>C2: 100% of advisory committees will annually provide program relevancy feedback to the College and will report satisfaction with the College's response during annual stakeholder survey.</p> <p>C3: 100% of advisory committees will annually discuss and problem solve (if necessary) program rigor related to development of courses and/or program outcomes that meet business and industry needs.</p>	<p>Students complete course evaluations on a regular basis. At this time data specific to courses are not aggregated.</p> <p>MERTS programs: 2008–10: 3.7/4.0</p> <p>Data is anecdotal. Informal survey of advisory committee minutes demonstrates achievement of this indicator.</p>	<p>This is an area of recognize need for development. Though anecdotal evidence is available that demonstrates industry's needs are being met, quantifiable data is not yet available for all programs.</p> <p>No change is indicated but the need to develop a more systematic method of data collection is evident.</p>

A1. The College's graduation rate data is in need of refinement. The raw graduation numbers demonstrate that over the past three years we have remained consistent with program completers and when looking at all graduates in a given year, workforce programs account for an average of 43% of all graduates. In the future, graduate data will need to be tracked on a consistent level to better assist with program review.

A2. The College's licensing/certificate pass rate for program completers well exceeded our 85% pass rate. Certification information is collected by departments and is available in the Student Right-to-Know report compiled by Student Services. These numbers will continue to be tracked for program effectiveness.

A3. As e-portfolios are introduced to the College Faculty beginning Fall 2011, more programs will begin to utilize this tool to assist with documenting student progress. Portfolio scoring rubrics will be fully developed come the end of Spring 2011. It is estimated that Portfolio reviews will be integrated into the Professional Technical certificate and degree programs over a

three year period. The only programs currently using hard-copy portfolios is Nursing and CADD. Historic Preservation will begin utilizing them Spring 2011.

B1. The value of a consistent review of current practices in collecting graduate and employer satisfaction cannot be overstated. Collection of data in workforce programs occurs sporadically; it has been identified that this is an area needing improvement and consistency.

A campus-wide graduate survey is near completion in its development and will have a list of common questions, including current employer information that will be asked of each graduate. The Student Services Center will coordinate sending and compiling graduate survey data. This data will be sent to Deans, program directors and faculty for inclusion in program reviews. Currently, nursing and medical assisting are the only two programs that consistently have their students complete graduate surveys. Those programs far exceed the 75% employment indicator.

B2. Employer Surveys with a shorter agreed upon list of common questions will be developed Fall 2011 and sent to the current employers which were identified in the Graduate Survey. Individual faculty will then coordinate the dissemination and collection of data from Employer surveys on an annual basis. Currently, employer surveys are only utilized in Nursing where the data exceeds the 85% indicator. Employer surveys are valuable in helping to determine program relevancy and currency. Information from these surveys will be used to revise curriculum and update program offerings.

B3. The graduate survey will also provide information about graduate's lifelong learning commitment. Assessment of additional learning can be made with graduate surveys. For instance, many nursing graduates take additional coursework for advanced certifications, or return to school for a Bachelor's degree in nursing.

C1. Course surveys are distributed each term and help to validate course relevancy to the program. Graduate surveys determine program relevancy within the industry. The current student graduation survey is undergoing revision, and will help to determine alignment of the programs with workforce needs. Some programs (nursing and medical assisting) are currently collecting graduate and employer data, but not all programs utilize this survey.

C2. The professional technical programs are inconsistently collecting advisory committee satisfaction data, but when completed, results showed satisfaction of workforce programs in meeting this objective. In the future, it is planned that advisory committee members will consistently receive a stakeholder survey on a three year cycle or when that program is reviewed. Previous surveys assessed communication between the college and the community, recruitment of students from high schools, and community linkages addressing business/industry needs. (See *Program Advisory Committee Survey Instruments* in Accreditation Resources.)

C3. Program Advisory Committees are comprised of industry and business stakeholders, meeting twice a year to provide input on curriculum changes, equipment updates, and general training needs/gaps. Anecdotal review of program minutes demonstrates satisfaction with programs. Review of maritime science, nursing, and medical assisting advisory committee minutes reveals

that advisory committee provide valuable input on course and program revisions, and that those stakeholders are satisfied with the college's graduates.

Instructional Programs that Support Core Theme III

Automotive Technician One Year Certificate/AAS

The Automotive Technician Certificate and AAS programs are based on standards set forth by the National Automotive Technician Education Foundation (NATEF). Of the 6 program educational outcomes, 100% are being assessed. Data is collected from the use of weekly safety quizzes based on the students study from the program text. A student must achieve a score at or above 80% on all safety quizzes during the third term of the program. Data is also collected on the lab tasks which are specifically laid out, per vehicle area, by NATEF standards. For every one of the many lab tasks in a course, the students must achieve a minimum 85% passing score per task, as per the Lab Task Assessment Rubric. The instructors personally monitor their work, grade the result on the job sheet that accompanies each task, and then tally the results in a grade book format.

All automotive faculty deliver each program course using the appropriate NATEF tasks and standards for each vehicle area. This keeps results consistent, and aligned with recognized national standards. Program educational outcomes data is reviewed by faculty and shared with each student, term by term, when they meet with the program faculty advisor.

Results from data collection are shared with industry stakeholders twice a year at the Automotive program advisory committee meetings. These meetings provide an open forum to discuss program details, consider necessary improvements, and provide feedback on realism of program goals as compared to current industry trends. At the first program advisory committee meeting for 2010-11, the safety quiz was reviewed and improvements discussed to assist with data collection efforts. Overall, faculty members believe the assessment results to date show that further refinement of data collection is needed in over 80% of the program outcomes, although the majority of students meet or achieve the success criterion.

Improvement:

PROGRAM: Automotive 1 year certificate and AAS degree: The Automotive Technician Program is designed for persons intending to work as entry-level technicians in the automotive industry.			
2. Program Educational Outcome	3. Criterion for Success	4. Data Collection, Findings	5. Use of Results
1.Perform basic mechanical repairs to the following automotive systems and move gradually into more advanced system repairs: <ul style="list-style-type: none"> • suspension and steering • brakes • engine • power train • electrical • HVAC • trim 	80% of students must complete hands on lab tasks to a min. level of 85% as determined by the Lab Task Assessment Rubric	Further refinement of data collection in this area is ongoing, although the majority of students achieve or exceed this level.	Tracking the number of students in a given cohort that pass with at least 85% will need to continue to be collected and assessed on an ongoing basis.
2.Use an understanding of electrical/electronic theory in assessing and completing computer, module-based automotive repairs.	80% of students must complete hands on lab tasks to a min. level of 85% as determined by the Lab Task Assessment Rubric	Further refinement of data collection in this area is ongoing, although the majority of students achieve or exceed this level.	Tracking the number of students in a given cohort that pass with at least 85% will need to continue to be collected and assessed on an

			ongoing basis.
3. Assess, prioritize, and manage work tasks with a concern for customer satisfaction and fiscal responsibility.	80% of students must complete hands on lab tasks to a min. level of 85% as determined by the Lab Task Assessment Rubric	Further refinement of data collection in this area is ongoing, although the majority of students achieve or exceed this level.	Tracking the number of students in a given cohort that pass with at least 85% will need to continue to be collected and assessed on an ongoing basis.
4. Efficiently access resources (both electronic and print) for service and technical information necessary to complete specific automotive services and repairs.	80% of students must complete hands on lab tasks to a min. level of 85% as determined by the Lab Task Assessment Rubric	Further refinement of data collection in this area is ongoing, although the majority of students achieve or exceed this level.	Tracking the number of students in a given cohort that pass with at least 85% will need to continue to be collected and assessed on an ongoing basis.
5. Exhibit personal and work behaviors that maximize continued employment.	80% of students must complete hands on lab tasks to a min. level of 85% as determined by the Lab Task Assessment Rubric	Further refinement of data collection in this area is ongoing, although the majority of students achieve or exceed this level.	Tracking the number of students in a given cohort that pass with at least 85% will need to continue to be collected and assessed on an ongoing basis.
6. Constantly assess and resolve safety issues in the work environment using all senses.	100% of program students score above 80% on AUTO/IT Weekly safety quizzes during third term of program.	Data is spotty/incomplete. Student responses to the safety quizzes become lax because they dislike the redundancy of the quiz.	Because of the results, the safety quiz will be brought before the Auto Advisory committee for review/improvement.

In the last two years, much program content has been overhauled to align with new NATEF standards that went into effect in late 2008, as well as to align the One-Year certificate with our new Automotive AAS degree. In addition, a new text, for all but one program course, was adopted at the same time in order to meet NATEF guidelines. Plans are currently in the works to begin tracking program data of student achievement over time more closely since these changes have gone into effect.

Results from the above data collection will be shared with industry stakeholders at the automotive advisory committee meetings, as well as with students, term by term, when they meet with the program faculty advisor.

The core content of the Clatsop Community College Automotive program has been compared extensively with other institutions that are NATEF certified, that offer automotive training programs. Extensive cross-referencing has been done to insure that our program is consistent with other certified institutions offering the same field of study, as well as adhering to recognized national standards

The Automotive Technology program at Clatsop Community College has been reworked extensively in the last 6 to 7 years to align all program curriculum with the standards set forth by the National Automotive Technician Education Foundation. NATEF updates their standards approx. every three years, and the program reworks everything necessary to realign with these changes when they occur. In addition, all of these changes and revisions are brought before the automotive advisory committee for their review.

All of the automotive program student learning outcomes were developed in joint sessions with program faculty, local industry stakeholders, and college administration representatives, to insure that they would reflect real world needs as well as national standards.

For all core automotive courses, and nearly all general education courses in the program, a grade of “C” or better is required to move forward to the next courses. Progress on each course is monitored throughout the term, and students are apprised of their progress on a regular basis. All hands-on tasks are as NATEF specified, and are graded according to the program Lab Task Assessment Rubric, with a minimum passing grade per task of 85%.

The sequence of course selection has been carefully constructed to work the students through all of the base Automotive courses in the first year, beginning with Introduction to Automotive Technology, and working carefully up to the more advanced courses, such as Engine Performance I&II, in the second year. The Cooperative Work Experience courses have been placed at the end of both years to complement their yearly shop and classroom time as well. Many core concepts, highlighted in our program outcomes, are worked into the fabric of every course. Personal and corporate safety, concern for customer satisfaction, competence in accessing and utilizing service information, and a concern for vehicle functional integrity, are some themes that occur throughout the program content to tie all courses together for a cohesive whole.

Program faculty, particularly full time, make all decisions related to curriculum design within the program. All design aspects are carefully compared to NATEF standards to insure compliance and national relevance, and are adjusted if necessary. In addition, the lead program instructor is careful to relay all changes to the Automotive Program Advisory Committee to insure local industry relevance as well.

It is absolutely essential within the automotive repair realm, that solid information sources be used. Our college Learning Resource Center subscribes to several important resources for the program. Among these are Alldata, an electronic service information system that the students use on a daily basis to access technical information (the same service as is widely used in the repair facilities), and a number of good trade publications to provide a pulse on current trends within the industry.

The general education components of the Automotive Program were carefully chosen to contribute to the broadening and strengthening of the student’s lives, as well as the help them to become employees of value within the profession. As examples, courses in communication within other cultures have been provided to create those bridges, and Health and Fitness for Life was added to assist in their own well being.

Apprenticeship (Construction Trades, Electrician, Industrial Mechanics) AAS– Associate Of Applied Science Degree

Program outcomes for the AAS degrees in Apprenticeship are aligned with industry standards linked to Training Trust curriculum in the fields of construction, electrical and industrial mechanics as part of a statewide program. Program analysis includes: quarterly meetings with the statewide Apprenticeship subcommittee to review program processes; annual meetings with Training Trusts to review curriculum and discuss updates to program that better meet the needs of the industry; informal departmental reviews of student completion and success; and student course evaluations which rate courses for content, delivery, and instructor performance.

Students gaining an AAS degree will be assessed by an annual review of successful journey card attainment. Unfortunately, due to staff turnover, program outcomes have not been tracked on an ongoing basis. Current plans are to begin the process of tracking student achievement beginning Spring 2011.

Part-time faculty and Clatsop Community College program coordinators work with the Training Trusts to develop curriculum that links to program outcomes.

Results of student learning and assessment, in addition to numbers of degree seeking Apprenticeship students, are shared with the Training Trusts annually.

Program:	Apprenticeship (Construction Trades, Electrician, Industrial Mechanics) AAS-Associate of Applied Science Degree
Mission:	The Apprenticeship degree programs are designed for the person intending to work beyond the level of Journeyman as coordinator, leader, and supervisor in industrial trade and community roles.

Program Educational Outcome	Criterion for Success	Data Collection, Findings	Use of Results
1) Apply critical thinking skills to investigate, interpret, and communicate issues involving the trade, the community, and the home. 2) Coordinate projects and supervise others. 3) Lead a team unit in a direction that aligns with stated vision, mission, and values. 4) Work within the legal, regulatory, and code parameters of the trade/community. 5) Work to establish and promote a collaborative work environment where all voices are heard and valued as they contribute to shared goals. 6) Seek out and engage in learning opportunities that broaden perspective, deepen understanding, and increase personal fulfillment throughout life. 7) Use verbal, non-verbal, and written communication skills effectively.	70% Program students shall successfully gain their journey card within two years of being admitted to the program.	Program data collection beginning Spring 2011.	Program data collection beginning Spring 2011.

Accounting Technician (Associate of Science Degree)

The Accounting Program is designed for persons who intend to enter the accounting profession as assistant accountant, bookkeeper, or accounting clerk.

The learning outcomes of the coursework for the Program are each linked to one or more of the program educational outcomes. Both quantitative and qualitative data for assessment of student competency of the program educational outcomes is collected and analyzed annually in BA 295A – Accounting Directed Project (Capstone Course) and in BA280 – Work Experience. The analysis of this data is used not only to assess individual student achievement, but to suggest changes that might be necessary in the delivery of content in individual courses within the program.

In BA295A, observation of in-class project discussions (qualitative data) and collection of student artifacts (both qualitative and quantitative data), students’ competency is analyzed by the instructor to determine that they achieve identified course, program, and degree learning outcomes. Starting in Spring Term 2011 data will also analyzed and discussed by business faculty to determine if program educational outcomes are being met, and to suggest possible course revisions.

In BA280, students complete BA280 (Work Experience) toward the end of their program class work. The student’s work experience employer completes an evaluation of the student’s work experience. The students also complete an evaluation of their work experience and the program’s contribution to their success. This qualitative and quantitative data is analyzed by the instructor of the course. Starting in Winter Term 2011, this data will also analyzed by business faculty to determine if program educational outcomes are being met, and to suggest revisions of BA280 evaluation forms.

Business faculty work with the course instructors responsible for BA295A and BA280 to continue to collect and analyze data and revise evaluation tools to ensure that assessments appropriately measure achievement of these clearly identified learning outcomes. Business faculty meet annually to analyze the assessment tools and tasks to ensure that they appraise authentic achievements and yield meaningful results that lead to improvement. The business faculty will meet annually with the business department advisory committee (which includes member of the local business community) to make sure that the assessment processes of the program continue to meet the needs of prospective employers and the community.

Accounting Technician (Associate of Science Degree): Mission: Provide a variety of professional technical courses and programs			
Program Educational Outcome	Criterion for Success	Data Collection, Findings	Use of Results
1) Apply fundamental accounting principles to the needs of an organization or individual client.	Students will demonstrate ability to successful apply fundamental accounting principles by completion of BA 295A – Accounting Directed Project (Capstone Course) with a grade of “C” or better in order to meet the program learning outcomes.	applied to an organization. Findings Spring 2010: 100% of Students (with minimal instructor guidance) demonstrated “A” grade level application of fundamental accounting principles on the project.	Assessment results indicated that students are currently meeting the requirements of the stated outcome.

<p>2) Compile and prepare accurate and timely financial information – journal entries, payroll, tax documents, reconciliations, and financial statements.</p>	<p>Student will prepare financial statements, payroll documents, tax documents and reconcile bank accounts for a business at a 75% accuracy level initially and with 100% accuracy with minimal guidance as a final product. Assessment conducted within BA 295A (Capstone Course).</p>	<p>Findings Spring 2010: 100% of students (with minimal instructor guidance) demonstrated competency at 100% completing compilation and preparation of accurate and timely financial information in all areas assessed, except in the area of income tax preparation. In the specific area of income tax preparation 25% of students demonstrated only a 75% competency.</p>	<p>Use information from BA295A to adjust class work in BA256 (Income Tax) to better meet course outcomes. Instructor will formally assess initial work separately from final product to compare initial students' level of competency with no instructional help and ability to present accurate work with minimal help.</p>
<p>3) Organize, analyze, interpret, and present financial data that informs the decision-making process.</p>	<p>After preparation of financial statements and tax return, students will demonstrate the ability to analyze financial information and make recommendations for a business at a 75% competency level initially and with 100% competency level with minimal guidance. Assessment conducted within BA 295A (Capstone Course).</p>	<p>Assessment of group and individual project work in the areas of organization, analysis, and interpretation of financial data prepared as part of project. Findings Spring 2010: 100% of students (with minimal instructor guidance) demonstrated competency at 100% in the areas of organization, analysis, and interpretation of financial data prepared as part of project.</p>	<p>Assessment results indicated that students are currently meeting the requirements of the stated outcome.</p>
<p>4) Convey financial information effectively to accounting professionals and non-financial persons both orally and in writing.</p>	<p>Students will demonstrate the ability to convey financial information orally and in writing in a clear, organized, accurate and grammatically correct manner with accounting professionals understanding the presentation at 90% or better and non-financial persons at 75% or better.</p>	<p>Findings Spring 2010: 100% of students demonstrated to the instructor that they could communicate financial information effectively at a 90% or above level. Non-financial persons in attendance at the presentation remarked that they were impressed by the presentation.</p>	<p>Instructor will invite additional accounting professionals as well as non-financial persons to the next presentation and will survey all in attendance based on the rubric for the assignment (to be developed), to minimize reliance on anecdotal evidence of communication to the audience beyond the instructor.</p>
<p>5) Use traditional and emerging technologies to improve quality of business solutions and increase productivity.</p>	<p>Students will demonstrate the ability to use spreadsheet and automated accounting software to facilitate the organization and analysis of financial information presented in the project at a 90% competency level initially and with 100% competency level with minimal guidance.</p>	<p>Findings Spring 2010: 100% of students was able to effectively use spreadsheets with no guidance from the instructor. 100% of students initially met the 90% competency level in use of automated accounting and (with minimal instructor guidance) demonstrated a competency level at 100%.</p>	<p>Assessment results indicated that students are currently meeting the requirements of the stated outcome.</p>
<p>6) Collaborate effectively with diverse individuals and organizations to achieve their financial goals.</p>	<p>a. 100% of students will demonstrate the ability to work effectively in a group setting. . b. 100% of Students will demonstrate knowledge of cultural differences and exhibit the ability to treat diverse individuals with respect.</p>	<p>Findings Spring 2010: a. Based on observation throughout the project in BA295A, 100% of students demonstrated the ability to work in a group setting to attain a common goal. BA280 (Cooperative Work Experience) has been collecting data from employers on teamwork skills. Data needs to be collected and analyzed. b. No current data collected.</p>	<p>a. Currently, through observation in BA295A, students meet this program educational outcome. However; BA280 data needs to be assessed to see if it confirms instructor observations. b. c. An assessment regarding diversity and a rubric that will measure level of competency needs to be developed for BA295A and BA280.</p>

The business department faculty meets monthly to discuss business programs and courses and gather subjective and objective observations and other data, and do analysis to present findings to the Business Department Advisory Committee.

The business faculty meets annually with the Business Department Advisory Committee (which includes member of the local business community) to discuss the results of the program assessment of student learning in order to inform program planning and instructional practices leading to enhancement of student learning achievements.

Business Management (Associate of Science Degree)

The Business Management program is designed for persons currently working in or intending to work in the following kinds of roles: Small business owner/manager; assistant manager; office administrator.

The learning outcomes of the coursework for the Program are each linked to one or more of the program educational outcomes. Both quantitative and qualitative data for assessment of student competency of the program educational outcomes is collected and analyzed annually in BA295M – Management Directed Project (Capstone Course) and in BA280 – Work Experience. The analysis of this data is used not only to assess individual student achievement, but to suggest changes that might be necessary in the delivery of content in individual courses within the program.

In BA295M, observation of in class project discussions (qualitative data) and collection of student artifacts (both qualitative and quantitative data), students' competency is analyzed by the instructor to determine that they achieve identified course, program, and degree learning outcomes. Starting in Spring Term 2011 data will also analyzed and discussed by business faculty to determine if program educational outcomes are being met, and to suggest possible course revisions.

In BA280 students complete BA280 (Work Experience) toward the end of their program class work. The student's work experience employer completes an evaluation of the student's work experience. The students also complete an evaluation of their work experience and the program's contribution to their success. This qualitative and quantitative data is analyzed by the instructor of the course. Starting in Winter Term 2011, this data will also analyzed by business faculty to determine if program educational outcomes are being met, and to suggest revisions of BA280 evaluation forms.

Business faculty will work with the responsible course instructors for BA295M and BA280 to continue to collect and analyze data and revise evaluation tools to ensure that assessments appropriately measure achievement of these clearly identified learning outcomes. Business faculty will continue meet annually to analyze the assessment tools and tasks to ensure that they appraise authentic achievements and yield meaningful results that lead to improvement. The business faculty will meet annually with the business department advisory committee (which includes member of the local business community) to make sure that the assessment processes of the program continue to meet the needs of prospective employers and the community.

Program: **Business Management (Associate of Applied Science Degree):**

Mission: Provide a variety of professional technical courses and programs

Program Educational Outcome	Criterion for Success	Data Collection, Findings	Use of Results
The program outcomes, published in the catalog, are the educational outcomes to be assessed.	<p>General goals for each outcome have been selected, but require definition of the means by which the measurements will be made.</p> <p>Assessments will be conducted within BA295M (Capstone Course) and BA280 (Cooperative Work Experience).</p>	Data collection will begin Spring 2011.	N/A

The business department faculty meets monthly to discuss business programs and courses and gather subjective and objective observations and other data, and do analysis to present findings to the Business Department Advisory Committee. The business faculty meets annually with the Business Department Advisory Committee (which includes member of the local business community) to discuss the results of the program assessment of student learning in order to inform program planning and instructional practices leading to enhancement of student learning achievements.

Administrative Office Professional AAS

This degree prepares specialists for a career as a Office Manager.

The learning outcomes of the coursework for the Program are each linked to one or more of the program educational outcomes. Both quantitative and qualitative data for assessment of student competency of the program educational outcomes is collected and analyzed annually in OA295 – Office Directed Project (Capstone Course) and in BA280 – Work Experience. The analysis of this data is used not only to assess individual student achievement, but to suggest changes that might be necessary in the delivery of content in individual courses within the program.

In OA295, observation of in class project discussions (qualitative data) and collection of student artifacts (both qualitative and quantitative data), students’ competency is analyzed by the instructor to determine that they achieve identified course, program, and degree learning outcomes. Starting in Spring Term 2011 data will also analyzed and discussed by business faculty to determine if program educational outcomes are being met, and to suggest possible course revisions.

In BA280 students complete BA280 (Work Experience) toward the end of their program class work. The student’s work experience employer completes an evaluation of the student’s work experience. The students also complete an evaluation of their work experience and the program’s contribution to their success. This qualitative and quantitative data is analyzed by the instructor of the course. Starting in Winter Term 2011, this data will also analyzed by business faculty to determine if program educational outcomes are being met, and to suggest revisions of BA280 evaluation forms.

Business faculty will work with the responsible course instructors for OA295 and BA280 to continue to collect and analyze data and revise evaluation tools to ensure that assessments appropriately measure achievement of these clearly identified learning outcomes.

Business faculty will continue meet annually to analyze the assessment tools and tasks to ensure that they appraise authentic achievements and yield meaningful results that lead to improvement. The business faculty will meet annually with the business department advisory committee (which includes member of the local business community) to make sure that the assessment processes of the program continue to meet the needs of prospective employers and the community.

Program: Administrative Office Professional AAS Mission: Provide a variety of professional technical courses and programs			
Program Educational Outcome	Criterion for Success	Data Collection, Findings	Use of Results
The program outcomes, published in the catalog, are the educational outcomes to be assessed.	General goals for each outcome have been selected, but require definition of the means by which the measurements will be made. Assessments will be conducted within OA295 (Capstone Course) and BA280 (Cooperative Work Experience).	Data collection will begin Spring 2011.	N/A

The business department faculty meets monthly to discuss business programs and courses and gather subjective and objective observations and other data, and do analysis to present findings to the Business Department Advisory Committee. The business faculty meets annually with the Business Department Advisory Committee (which includes member of the local business community) to discuss the results of the program assessment of student learning in order to inform program planning and instructional practices leading to enhancement of student learning achievements.

General Office Certificate Program

The General Office Certificate Program is designed for the person intending to work in an entry-level office position.

The learning outcomes of the coursework for the Program are each linked to one or more of the program educational outcomes. Both quantitative and qualitative data for assessment of student competency of the program educational outcomes is collected and analyzed annually each of the required courses. The analysis of this data is used not only to assess individual student achievement, but to suggest changes that might be necessary in the delivery of content in individual courses within the program.

Through observation of BA101, BA131, CS131, BA226, OA201, BA132, CSD122, CSL107, OA104, WR121, BA214, BA228, BA285, MTH65 or MTH95 in-class project discussions (qualitative data) and collection of student artifacts (both qualitative and quantitative data), students' competency is analyzed by the instructor to determine that they achieve identified course, program, and degree learning outcomes. Starting in Spring Term 2011 data will also analyzed and discussed by business faculty to determine if program educational outcomes are being met, and to suggest possible course revisions.

In OA280, students complete assignments and qualitative and quantitative data are reorted by the supervisor of the placement of the course. Starting in Winter Term 2011, these data will also analyzed by business faculty to determine if program educational outcomes are being met.

Business faculty will work with the responsible course instructors to continue to collect and analyze data and revise evaluation tools to ensure that assessments appropriately measure achievement of these clearly identified learning outcomes. Business faculty will continue meet annually to analyze the assessment tools and tasks to ensure that they appraise authentic achievements and yield meaningful results that lead to improvement. The business faculty will meet annually with the business department advisory committee (which includes member of the local business community) to make sure that the assessment processes of the program continue to meet the needs of prospective employers and the community.

Program: General Office Certificate Program – Provide a variety of professional technical courses and programs that prepare students to successfully enter the workforce.			
Program Educational Outcome	Criterion for Success	Data Collection, Findings	Use of Results
Model effective customer service interactions.	In classroom role-playing and in cooperative work experience situations students, will successfully model effective customer service interactions. according to a rubric which delineates aspects of effective customer service interactions.	None reported	None reported
Other program outcomes, published in the catalog, are the educational outcomes to be assessed.	General goals for each outcome have been selected, but require definition of the means by which the measurements will be made.	Data collection will begin Spring 2011.	N/A

The business department faculty meets monthly to discuss business programs and courses and gather subjective and objective observations and other data, and do analysis to present findings to the Business Department Advisory Committee. The business faculty meets annually with the Business Department Advisory Committee (which includes member of the local business community) to discuss the results of the program assessment of student learning in order to inform program planning and instructional practices leading to enhancement of student learning achievements.

Retail Management Career Pathway Certificate, Less-Than-One-Year Certificate, and One-Year Certificate

The Retail Management one-year certificate prepares students for leadership responsibilities in a retail organization. They may own and/or operate small retail firms or work for larger retail firms. Their duties may include marketing, managing finances, supervising employees, purchasing goods and services, and monitoring sales transactions.

The program is offered as part of a common state-wide degree program in consortium with other Oregon community colleges. The outcomes are based upon retail trade associations’ definitions.

The multi-college consortium is currently in the process of revising the student learning outcomes.

At Clatsop, the program is assembled from business and other general education courses, and few students declare this program as a major. Therefore, program specific assessment has not been instituted at Clatsop.

Computer Aided Design and Drafting (CADD) One-Year Certificate Assessment:

Of the eight program outcomes for the CADD program, 100% are being assessed in either DRF 214, Computer Aided Design II or DRF 295, CADD Directed project. All CADD students take the capstone course, DRF 295: CADD Directed Project. The intention of this course is to build on knowledge and skills gained in other courses and use critical thinking and problem solving to address a significant problem in their area of specialization. Students work through all phases of a project--research and analysis, schematic design, project development, project presentation; and prepare a comprehensive report and make a professional presentation. Since this course requires students to demonstrate all program outcomes, it provides a meaningful, comprehensive source of data to assess program outcomes. A CADD Program Outcomes Assessment Tool has been developed to collect and analyze this data. In addition, samples of student work from the core CAD course sequence are collected each year. Data is collected for all students in the program each Spring term.

The program faculty meets with CADD students (both individually and in groups) four times during Spring term to evaluate program learning outcomes. All students in the program use the CADD Program Outcomes Assessment Tool to document their achievement of program learning outcomes. From these meetings the CADD Program Outcomes Assessment Tool is evaluated by faculty and revised, if necessary.

Results of program outcomes assessment are shared with the program advisory committee to assist with making program changes. Faculty and the advisory committee use the results to inform course changes and instructional practices annually. Specific changes made to the program since the inception of program outcome evaluation include: the removal of an unnecessary exam preparation course; the addition of a graphics course; the addition of a construction print reading option, and the expansion of technical electives. Outcomes assessment has also influenced the update and reorganization of the CADD course sequence.

Improvement:

One-Year Certificate:		Computer Aided Design and Drafting: This program is designed for persons intending to work as a drafter, graphic designer, CAD technician, or computer graphics technician.	
Objectives:	Indicators:	Findings:	Use of Results:
A1. Use CADD and graphic systems to produce professional design documents.	A1. 80% of students produce "well developed" project according to Project Assessment Tool A2. 80% of students achieve "well developed" results in relevant sections of Program Outcomes Assessment Tool	A1. Project Assessment Tool for DRF 214 group project. 80% of students produced a "well developed" project for 2008-09 and 2009-10. A2. Outcomes Assessment Tool in DRF 295. 80% of students met the "well developed" level for 2008-09 and 2009-10.	A1. Provide more feedback to students to inform DRF 295 work. A2. Spend more time in DRF 295 on the process for development of professional documents.

One-Year Certificate:

Computer Aided Design and Drafting: This program is designed for persons intending to work as a drafter, graphic designer, CAD technician, or computer graphics technician.

Objectives:	Indicators:	Findings:	Use of Results:
B1. Pursue continuing education opportunities within the emerging fields of computer aided design and graphics.	B1. 80% of students achieve "well developed" results in relevant sections of Program Outcomes Assessment Tool	B1. Outcomes Assessment Tool in DRF 295. This outcome is difficult to assess – the use of research skills has been used an indicator but no specific results at this time.	B1. Enhance opportunities for students to learn more formal research methods.
C1. Analyze and solve conceptual problems with appropriate levels of design detail.	C1. 80% of students achieve "well developed" results in relevant sections of Program Outcomes Assessment Tool	C1. Outcomes Assessment Tool in DRF 295. 80% of students achieved "well developed" results obtained for 2008-09 and 2009-10.	
D1. Practice healthy work habits.	D1. 80% of students achieve "well developed" results in relevant sections of Program Outcomes Assessment Tool	D1. Outcomes Assessment Tool in DRF 295. 80% of students reached the "well developed" level for 2008-09 and 2009-10.	D1. Develop better method to assess this outcome. Revised "Evaluation of work experience student" will be developed and tested in DRF 280 in Spring 2011.
E1. Comply with the ethical and legal standards of the design professions.	E1. 80% of students achieve "well developed" results in relevant sections of Program Outcomes Assessment Tool	E1. Outcomes Assessment Tool in DRF 295. 80% of students reached the "well developed" level for 2008-09 and 2009-10.	E1. Develop better method to assess this outcome. Revised "Evaluation of work experience student" will be developed and tested in DRF 280 in Spring 2011.
F1. Work on multiple projects simultaneously, efficiently managing time and information.	F1. 80% of students achieve "well developed" results in relevant sections of Program Outcomes Assessment Tool	F1. Outcomes Assessment Tool in DRF 295. 80% of students reached the "well developed" level for 2008-09 and 2009-10.	F1. Develop measure of DRF 215, DRF 295 and DRF 280 projects as a better measure of this outcome
G1. Use effective verbal, graphic, and written skills to communicate design concepts to clients and colleagues.	G1. 80% of students achieve "well developed" results in relevant sections of Program Outcomes Assessment Tool	G1. Outcomes Assessment Tool in DRF 295. Verbal and graphic skills met at 80% level. Writing skills was not met, 70% level.	G1. Integrate more writing into core CAD courses – implementation began in 2010-11.
H1. Work in a collaborative design environment.	H1. 80% of students produce "well developed" project according to Project Assessment Tool H2. 80% of students achieve "well developed" results in relevant sections of Program Outcomes Assessment Tool	H1. Project Assessment Tool for DRF 214 group project needs to be developed. H2. Outcomes Assessment Tool in DRF 295. 80% of students reached the "well developed" level for 2008-09 and 2009-10.	H1. Consider using Work Experience as a better measure. Data is already available from ISLOs.

- The results of program assessment are used by program faculty and the advisory committee to make program changes whenever necessary. Faculty use the results to inform course changes and instructional practices annually. Specific changes made to the program based on assessment results include removal of an unnecessary exam preparation course, addition of a graphics course, addition of a construction print reading option, expansion of technical electives. Course and instructional changes include the update and reorganization of the CADD course sequence.
- Results of student learning assessments are reviewed each year by program faculty and dean. They are made available to the advisory committee when the program is assessed by the college and when program changes are proposed. Faculty and students meet on several occasions during Spring term to discuss the CADD Program Outcomes Assessment Tool.

Criminal Justice Program

Assessment:

The courses in the Program are all linked to one or more specific Program outcomes. These courses then use established assessment tools to measure if the course is doing what it purports to do – and if it is fulfilling the Program outcome as well. The data, once collected, is reviewed and assessed to see what, if any improvements need to be made in the curriculum itself to ensure that the outcomes are being met. Each Criminal Justice course that is required in order for a student to be a candidate for an Associate of Applied Science degree in Criminal Justice has assessments designed to measure the course’ stated outcomes. Assessments include:

- 1) written tests designed to measure wrote memory of key terms and concepts;
- 2) role plays and/or skill-based practical application exercises designed to assess application of the key concepts and principles to life-like experiences;
- 3) independent research projects that are designed to assess the following skills: information gathering, information evaluation, critical thinking and written communication; and,
- 4) oral presentations designed to assess information delivery and oral articulation of thoughts and ideas.

With the exception of the written tests, the assessments are scored using a rubric specifically designed to assess the assessment’s goal/purpose.

Assessments for each Criminal Justice course required for an Associate of Applied Science degree in Criminal Justice are designed to ensure fulfillment or one or more of the Criminal Justice Program’s outcomes. The Program’s outcomes are strategically built into the required courses and, using the assessments mentioned above, the students’ efforts are assessed throughout the Program in designated required course to ensure that the program outcome(s) are met. Faculty develop the requisite assessment tools, designed to measure specific outcomes. Student performance is also evaluated by outside work-study supervisors and co-operative work experience supervisors, using a scoring rubric designed by faculty to measure specific outcomes. These data are reviewed by faculty and used to formulate observations and conclusions. Observations and conclusions then serve as the catalyst for changes and modifications if so warranted.

Improvement:

Criminal Justice			
Mission: Prepare law enforcement officers, probation and parole officers, correctional officers, and juvenile workers.			
Program Educational Outcome	Criterion for Success	Data Collection, Findings	Use of Results
Communicate effectively in the Criminal Justice culture: verbally, non-verbally and in writing	Demonstrate the ability to communicate, orally and in writing, in a clear, organized and grammatically correct manner through the use of rubrics strategically used in several required courses.	A significant number of students lacked the skills to score a 70% or better on these tasks.	Program requirements were modified to require a grade of “C” or better in all required courses in the Program. Direct instruction, specifically designed to train students in college level writing (which includes academic research), was introduced into the Intro level course of the program. This instruction went into effect Fall 2010 – its long-term overall effectiveness will need to be assessed A CJ Report Writing class was

Criminal Justice			
Mission: Prepare law enforcement officers, probation and parole officers, correctional officers, and juvenile workers.			
Program Educational Outcome	Criterion for Success	Data Collection, Findings	Use of Results
			developed and implemented as a required course in the Program. This course went into effect Fall 2009 –its long-term overall effectiveness will need to be assessed.
Balance the unique responsibilities of criminal justice work with competing family needs and other personal needs	Demonstrate continual and timely attendance and discuss how student responded to or dealt with conflicts that occur between professional and personal demands on supervisor evaluation of Cooperative Work Experience placements	Although students have been meeting expectations in this category	Results may be attributable to Supervisors permitting more flexibility and tolerance than one would typically find in the work place. More stringent scheduling and schedule enforcement needs to be put into effect by workforce supervisors
	Have the ability to review a biography of a CJ professional and identify, orally and in writing, the various personal and professional conflicts that exist and the impact of these conflicts measured via a rubric designed to assess identification and comprehension of the personal and professional conflicts.	Students appear to grasp the basic concepts involved. However, low scores in the communication criteria on the scoring rubric indicate a weakness in the ability to effectively communicate the information.	More detailed assessments to be developed to assess mastery of concepts and ability to apply them in given situations. Will assess the impact of the addition of the writing/ research component added in Fall 2010 to the program Intro course.
Work equally well on independent assignments and team efforts within the criminal justice system.	Demonstrate the ability to take direction and supervision by performance on tests.	Too many students answer test question incorrectly or turn in non-responsive assignments due to a failure to read and comprehend the directions/instructions	Exercises designed to increase skills associated with this task need to be identified and implemented as appropriate.
	Demonstrate the ability to read case materials and to compare/contrast the processes/procedures utilized in the case study against industry standards. on the scoring rubric	Students appear to grasp the basic concepts involved. However, low scores in the communication criteria on the scoring rubric indicate a weakness in the ability to effectively communicate the information.	Will assess the impact of the addition of the writing/ research component added in Fall 2010 to the program Intro course.
Exhibit a commanding presence that is appropriate to specific criminal justice situations	Ability to take charge of a situation, to provide guidance and to give directions by observation at various points in the program	Fewer than half of the students demonstrated the ability to take control in a stressful or emotional charged environment, particularly when it involved strangers or uncomfortable topics	Students are now required to take CJ 203 Crisis Intervention. Development of a grading rubric, is underway to assess student performance in these situations
Locate and interpret current case law and statutes pertaining to specific criminal activity, and take action that is supported by current law and statutes.	Knowledge of the elements of the common crimes and legal defenses by test score	Students are able to master the basic elements of common crimes and the recognized legal defenses.	No action is necessary at this time.
	Ability to analyze a fact pattern to determine if a crime has been committed and the existence of any legal defense(s) Review an actual criminal case and critique compliance with applicable criminal investigative standards (procedural law) by test score	Students have a difficult time with analytical processes and lack confidence to proffer a conclusion.	Required courses have been re-designed to incorporate analytical processes in classroom activities that foster hands-on learning and practical application skills

Criminal Justice			
Mission: Prepare law enforcement officers, probation and parole officers, correctional officers, and juvenile workers.			
Program Educational Outcome	Criterion for Success	Data Collection, Findings	Use of Results
Recognize symptoms of mental health and substance abuse; take appropriate action.	Understand the effects of addiction, abuse and mental illness on persons involved in the criminal justice system, and know the effects of alcohol and various drugs on the human body and the symptoms of use and abuse on student assessments	More than 70% have demonstrated mastery of the required information.	Assessment results indicate that students are meeting the requirements of the stated outcome at this time.
Work effectively with persons of different cultural heritage, gender and age.	Know the cultural differences; Able to withhold personal judgment when dealing with persons of varying cultures; Able to treat people with respect without regard to ethnicity or culture.	Students' knowledge is somewhat restricted to that which they learn from media (books, documentaries, news, etc.) due to the composition of the population in the local and neighboring areas.	The Program curriculum has been modified to include information related to this outcome in all CJ courses. Action has been taken to expand student travel to provide students with personal knowledge of and experience in culturally diverse environments

The operations of the CJ Program are overseen by an advisory committee comprised of heads of the various CJ agencies in the County. The information is presented to the Advisory Committee bi-annually along with recommendations. The Committee then reviews the information, discusses the findings and the recommendations and collectively recommends modifications and changes as deemed fit.

Early Childhood Education

This program's Early Childhood Education courses have been solely offered by part-time instructors. The other course required for the program are in other disciplines and have been assessed in the context of the departments and programs from which they are drawn. Supervision of the program was nominally coordinated by the social science department chairperson until the chairperson role was eliminated in 2009. Since then the Dean of Learning has supervised the scheduling, staffing, and evaluation of the program among other responsibilities. As a consequence, no ongoing program learning assessment has been conducted since program outcomes were developed in 2005.

During the ECE program review of 2007, the evaluation team made the following recommendations:

- *Dwindling program enrollment due, in large part, to changes in requirements for Head Start teachers and teaching aides.*
- *The present organization of the Office of Instruction does not clearly identify program leadership responsibility and program coordination.*
- *Inactive advisory committee*

After early attempts to respond to these concerns failed (although the courses continued with marginal enrollment), the college administration identified a larger role for the college in addressing child care and early childhood education shortages in Clatsop county. The college joined a coalition to establish more childcare opportunities. One part of the effort is for the college to prepare qualified personnel for those venues.

In 2010, the college retained a qualified specialist as a consultant to review the curriculum and recommend program revisions to meet the personnel need of the community and to prepare students to become teachers. During fall and winter of 2010-11 academic year, the college developed a revised certificate curriculum, a new AAS degree, and a recommended transfer course list for implementation in 2011-2012. The new curriculum has been approved by the re-activated advisory committee and the college's Instructional Council. This curriculum re-bundles the content of the 1 credit weekend courses into 3 credit courses (still to be scheduled on weekends) eligible for professional development at childhood education agencies.

Fire Science AS Degree

Assessment:

Program Outcomes are aligned to meet National Fire Protection Agency (NFPA) and Oregon Department of Public Safety and Standards (DPPST) standards. Students seeking an AAS in Fire Science, and/or further training in the Fire Service, complete a series of tasks, and the development of a breadth of knowledge, as defined by the NFPA as well as the Oregon DPPST. By tracking these tasks (either by the use of task books or Task Performance Evaluations (TPE) faculty are able to chart student progress with a clearly defined goal that aligns to both a national, state, and industry standards. These assessments occur through all of the Fire Science courses. By completing an AAS in Fire Science the student should qualify for a DPSST certification in Fire Fighter I, Fire Fighter II, Fire Instructor I and should have partially completed the tasks needed for certification as a Fire Ground Leader and Fire Officer I.

Unfortunately, due to faculty turnover, student learning has not been tracked on an ongoing basis. Current plans are to begin the process of tracking student achievement and learning starting in Fall 2011. At that time student progress will be checked on a term by term basis to assess that the program outcomes are being met. This will be assess by the entire Fire Science Department by reviewing task book tasks and TPE that were accomplished in the previous term. By using a continual assessment model students should be prepared to receive State of Oregon certification in several areas by the completion of the degree program.

Even though structured tracking has not yet begun, faculty utilize NFPA and DPSST task books and TPE in classes on an ongoing basis. This provides a degree wide standard that is recognized at both the national and state levels. Students carry the appropriate open task books with them as they complete courses. Instructors, and advisors, meet with students at least once per term to ensure that adequate progress has been made on the task books. TPE are completed when the student is ready to be assessed for a skill set. Faculty review the results of the TPE with the student allowing the student the opportunity to review the TPE and to correct deficiencies as well as the opportunity to reinforce skills that have met a level of expertise.

The Fire Science Department works closely with the DPSST District Liaison Officer (DLO) to ensure that DPSST standards on assessment, record keeping, and evaluation are being met. The Fire Science Department also works closely with its Fire Science Advisory Committee to ensure that the programs outcomes currently reflect established national, state, and local standards.

Improvement:

AS Degree:

Fire Science: This program offers training and education for those wanting a Fire Service Career and for career or volunteer firefighters seeking advancement.

Objectives:	Indicators:	Findings:	Use of Results:
<p>A1. Perform the rescue and fire fighting functions in an emergency situation.</p>	<p>A1. The student will be able to demonstrate safe operation of fire and rescue equipment using National Fire Protection Agency (NFPA) Fire Fighter I and/or Fire Fighter II Standards and/or the Oregon Department of Public Safety Standards and Training (DPSST) task book by demonstrating the skill in a given class opportunity no less than 80% of the time.</p>	<p>A1. Instructors will utilize Oregon Department of Public Safety Standards and Training (DPSST) Task Performance Evaluations (TPE) criteria when developing tasks for all classes. These tasks will be tracked on a student by student basis using established NFPA or DPSST Task Books and/ or DPSST TPE. Task books and TPE will be tracked starting in Fall of 2011.</p>	<p>A1. Data will be collected on an ongoing basis. At the conclusion of each course the student will be presented with his/her Task Book that will have the appropriate tasks dated and initialed. A copy of the Task Book and TPE will be added to the students training file. Task books and TPE will be tracked starting in Fall of 2011.</p>
<p>B1. Maintain a sense of composure in an emergency situation.</p>	<p>B1. The student will be able to demonstrate leadership ability to properly function in emergency situations using National Fire Protection Agency (NFPA) Fire Fighter I and/or Fire Fighter II and /or Fire Ground Leader and/or Fire Officer I Standards and/or the Oregon Department of Public Safety Standards and Training (DPSST) task book by demonstrating the skill in a given class opportunity no less than 80% of the time.</p>	<p>B1. Instructors will utilize Oregon Department of Public Safety Standards and Training (DPSST) Task Performance Evaluations (TPE) criteria when developing tasks for all classes. These tasks will be tracked on a student by student basis using established NFPA or DPSST Task Books and / or DPSST TPE. Task books and TPE will be tracked starting in Fall of 2011.</p>	<p>B1. Data will be collected on an ongoing basis. At the conclusion of each course the student will be presented with his/her Task Book that will have the appropriate tasks dated and initialed. A copy of the Task Book and TPE will be added to the students training file. Task books and TPE will be tracked starting in Fall of 2011.</p>
<p>C1. Follow all safety guidelines and procedures to fully protect self and others in different conditions and work-related tasks.</p>	<p>C1. The student will be able to demonstrate safety skills in fire department operations using National Fire Protection Agency (NFPA) Fire Fighter I and/or Fire Fighter II and/or Fire Ground Leader and/or Fire Officer I Standards and/or the Oregon Department of Public Safety Standards and Training (DPSST) task book by demonstrating the skill in a given class opportunity no less than 100% of the time.</p>	<p>C1. Instructors will utilize Oregon Department of Public Safety Standards and Training (DPSST) Task Performance Evaluations (TPE) criteria when developing tasks for all classes. These tasks will be tracked on a student by student basis using established NFPA or DPSST Task Books and /or DPSST TPE. Task books and TPE will be tracked starting in Fall of 2011.</p>	<p>C1 Data will be collected on an ongoing basis. At the conclusion of each course the student will be presented with his/her Task Book that will have the appropriate tasks dated and initialed. A copy of the Task Book and TPE will be added to the students training file. Task books and TPE will be tracked starting in Fall of 2011.</p>
<p>D1. Manage all aspects of successful day-to-day operations.</p>	<p>D1. The student will be able to generate and maintain records, reports, and information using National Fire Protection Agency (NFPA) Fire Fighter I and/or Fire Fighter II and /or Fire Ground Leader and/or Fire Officer I Standards and/or the Oregon Department of Public Safety Standards and Training (NFPA) task book by demonstrating the skill in a given class opportunity no less than 100% of the time.</p>	<p>D1. Instructors will utilize Oregon Department of Public Safety Standards and Training (DPSST) Task Performance Evaluations (TPE) criteria when developing tasks for all classes. These tasks will be tracked on a student by student basis using established NFPA or DPSST Task Books and/ or DPSST TPE. Task books and TPE will be tracked starting in Fall of 2011.</p>	<p>D1. Data will be collected on an ongoing basis. At the conclusion of each course the student will be presented with his/her Task Book that will have the appropriate tasks dated and initialed. A copy of the Task Book and TPE will be added to the students training file. Task books and TPE will be tracked starting in Fall of 2011.</p>
<p>E1. Inspect premises and provide advice on compliance with safety codes and ordinances.</p>	<p>E1. The student will be able to work with business and industry to assist them with safe construction and operation using National Fire</p>	<p>E1. Instructors will utilize Oregon Department of Public Safety Standards and Training (DPSST) Task Performance Evaluations (TPE) criteria</p>	<p>E1. Data will be collected on an ongoing basis. At the conclusion of each course the student will be presented with his/her Task Book that will have the appropriate tasks dated</p>

AS Degree:

Fire Science: This program offers training and education for those wanting a Fire Service Career and for career or volunteer firefighters seeking advancement.

Objectives:	Indicators:	Findings:	Use of Results:
	<p>Protection Agency (NFPA) Fire Fighter II and/or Fire Ground Leader and/or Fire Officer I and/or Fire Inspector I Standards and/or the Oregon Department of Public Safety Standards and Training (DPSST) task book by demonstrating the skill in a given class opportunity no less than 80% of the time.</p>	<p>when developing tasks for all classes. These tasks will be tracked on a student by student basis using established NFPA or DPSST Task Books and/ or DPSST TPE. Task books and TPE will be tracked starting in Fall of 2011.</p>	<p>and initialed. A copy of the Task Book and TPE will be added to the students training file. Task books and TPE will be tracked starting in Fall of 2011.</p>
<p>F1. Plan, organize, and present educational activities that promote community awareness and safety.</p>	<p>F1. The student will be able to demonstrate the capability of creating and delivering fire and emergency education using National Fire Protection Agency (NFPA) Fire Fighter I and/or Fire Fighter II and/or Fire Instructor I Standards and/or the Oregon Department of Public Safety Standards and Training (DPSST) task book by demonstrating the skill in a given class opportunity no less than 100% of the time.</p>	<p>F1. Instructors will utilize Oregon Department of Public Safety Standards and Training (DPSST) Task Performance Evaluations (TPE) criteria when developing tasks for all classes. These tasks will be tracked on a student by student basis using established NFPA or DPSST Task Books and/ or DPSST TPE. Task books and TPE will be tracked starting in Fall of 2011.</p>	<p>F1. Data will be collected on an ongoing basis. At the conclusion of each course the student will be presented with his/her Task Book that will have the appropriate tasks dated and initialed. A copy of the Task Book and TPE will be added to the students training file. Task books and TPE will be tracked starting in Fall of 2011.</p>
<p>G1. Work effectively as a member of a fire fighting team and lead in specific department-related activities and operations.</p>	<p>G1. The student will be able to perform the functions required of a fire department member using National Fire Protection Agency (NFPA) Fire Fighter I and/or Fire Fighter II and/or Fire Ground Leader Standards and/or the Oregon Department of Public Safety Standards and Training (DPSST) task book by demonstrating the skill in a given class opportunity no less than 80% of the time.</p>	<p>G1. Instructors will utilize Oregon Department of Public Safety Standards and Training (DPSST) Task Performance Evaluations (TPE) criteria when developing tasks for all classes. These tasks will be tracked on a student by student basis using established NFPA or DPSST Task Books and/ or DPSST TPE. Task books and TPE will be tracked starting in Fall of 2011.</p>	<p>G1. Data will be collected on an ongoing basis. At the conclusion of each course the student will be presented with his/her Task Book that will have the appropriate tasks dated and initialed. A copy of the Task Book and TPE will be added to the students training file. Task books and TPE will be tracked starting in Fall of 2011.</p>
<p>H1. Monitor one's own physical and mental health as it relates to job requirements, and engage in appropriate self-care actions.</p>	<p>H1. The student will be able to perform the duties of a firefighter and emergency responder without injury using National Fire Protection Agency (NFPA) Fire Fighter I and/or Fire Fighter II Standards and/or the Oregon Department of Public Safety Standards and Training (DPSST) task book by demonstrating the skill in a given class opportunity no less than 100% of the time.</p>	<p>H1. Instructors will utilize Oregon Department of Public Safety Standards and Training (DPSST) Task Performance Evaluations (TPE) criteria when developing tasks for all classes. These tasks will be tracked on a student by student basis using established NFPA or DPSST Task Books and/ or DPSST TPE. Task books and TPE will be tracked starting in Fall of 2011.</p>	<p>H1. Data will be collected on an ongoing basis. At the conclusion of each course the student will be presented with his/her Task Book that will have the appropriate tasks dated and initialed. A copy of the Task Book and TPE will be added to the students training file. Task books and TPE will be tracked starting in Fall of 2011.</p>

- Unfortunately, due to faculty turnover, student learning has not been tracked on an ongoing basis. Current plans are to begin the process of tracking student achievement and learning starting in Fall 2011. At that time student progress will be checked on a term by term basis to assess that the program outcomes are being met. This will be assess by the entire Fire

Science Department by reviewing task book tasks and TPE that were accomplished in the previous term. By using a continual assessment model students should be prepared to receive State of Oregon certification in several areas by the completion of the degree program.

- Students carry the appropriate open task books with them as they complete courses. Instructors, and advisors, meet with students at least once per term to ensure that adequate progress has been made on the task books. TPE are completed when the student is ready to be assessed for a skill set. The results of the TPE are reviewed with the student allowing the student the opportunity to review the TPE and to correct deficiencies as well as the opportunity to reinforce skills that have met a level of expertise.

Historic Preservation and Restoration Certificate and AAS Degree Assessment:

Since this program is new, the assessment process is still under development with 25% of the certificate, and 20% of the degree, program outcomes assessed in 09-10 and early 10-11 program years. Program Outcomes Assessment Tools will be developed in Winter 2011 for the remaining 75% of the certificate, and 80% of the degree with the intention of using them in Spring 2011 to collect and analyze data in the remaining program areas. Use of a required program portfolio, where samples of student work would be collected to provide another indicator of student achievement, is also being considered.

For the degree major assessment will occur in the program capstone course, BLD 295. The intention of this course is to build on knowledge and skills gained in other courses and use critical thinking and problem solving to address a significant problem in their area of specialization. Students work through all phases of a project -- research and analysis, schematic design, project development, project presentation; and prepare a comprehensive report and make a professional presentation. Since this course requires students to demonstrate all program outcomes, it provides a meaningful, comprehensive source of data to assess program outcomes. Data will be collected for all students in the program each Spring. Use of a required program portfolio, where samples of student work would be collected to provide another indicator of student achievement, is also being considered.

In addition, program faculty will meet with Historic Preservation students (both individually and in groups) several times for certificate students, and four times for degree students, during Spring term to evaluate program learning outcomes. Faculty in a range of courses will evaluate student achievement of relevant program learning outcomes and then come together annually to review results. Once a full 2-year cycle of the program is complete program assessment will be reviewed and fully initiated beginning 2011-2112.

Results of student learning and assessments are shared with the program advisory committee and reviewed annually to determine where program improvements are needed. The assessment results from the first year (2009-10) of the program have already been used to improve safety by developing a new safety course sequence and preliminary results from the second year (early 10-11) have led to the development of a new sequence of materials courses that were added to address a missing program component needed by industry.

Improvement:

Certificate and AAS Degree:		Historic Preservation and Restoration: This program is designed for persons currently working in, or intending to work in, the construction trades with an emphasis on the preservation and restoration of historic and vintage buildings.	
Objectives:	Indicators:	Findings:	Use of Results:
A1. Communicate clearly and effectively through speech, writing and drawing.	A1. 80% of students complete writing projects (WR 121)	A1. Data will be collected Winter 2011	
	A2. 80% of students successfully complete drawing project (DRF 150)	A2. Data will be collected Winter 2011	
B1. Practice healthy work habits; safely use tools and materials.	B1. 100% of students complete safety checklist	B1. Successful completion in Winter 2010 (BLD 111). 100% of students completed safety checklist.	B1. Lack of proper safety coursework in 2009-10 (only 80% of students completed safety checklists) resulted in the development of a new safety course sequence (BLD 110 and BLD 111). 100% completion recorded.
	B2. 100% of students complete safety training (BLD 110)	B2. Data will be collected in Fall 2011	
C1. Work on multiple projects simultaneously, efficiently managing time and resources.	C1. 80% of students achieve "well developed" results in relevant sections of Outcomes Assessment Tool I	C1. Tool will be developed in Winter/Spring 2011	
D1. Work in a collaborative environment.	D1. 80% of students achieve "well developed" results in relevant sections of Outcomes Assessment Tool I	D1. Data will be collected in Winter/Spring 2011	
E1. Demonstrate knowledge of regional architectural history.	E1. 80% of students successfully complete final project in ARCH 215	E1. Data will be collected in Spring 2011	
F1. Research, analyze and solve design and construction problems.	F1. 80% of students achieve "well developed" results in relevant sections of Outcomes Assessment Tool I	F1. Tool will be developed in Winter/Spring 2011	
G1. Use appropriate materials and methods for renovation and new construction.	G1. 80% of students achieve "well developed" results in relevant sections of Outcomes Assessment Tool I	G1. Tool will be developed in Winter/Spring 2011	G1. Preliminary results have led to the development of new materials course sequence.
H1. Work within parameters of building codes, regulations and zoning.	H1. 80% of students achieve "well developed" results in relevant sections of Outcomes Assessment Tool I	H1. Tool will be developed in Winter/Spring 2011	
I1. Incorporate historic preservation and restoration theory and methods into construction projects. (AAS Degree Only)	I1. 80% of students achieve "well developed" results in relevant sections of Outcomes Assessment Tool II	I1. Outcomes Assessment Tool will be developed for BLD 295 (Spring 2011)	
J1. Use sustainable building practices. (AAS Degree Only)	J1. 80% of students achieve "well developed" results in relevant sections of Outcomes Assessment Tool II	J1. Outcomes Assessment Tool will be developed for BLD 295 (Spring 2011)	
K1. Estimate, plan and manage construction projects. (AAS Degree Only)	K1. 80% of students achieve "well developed" results in relevant sections of Outcomes Assessment Tool II	K1. Outcomes Assessment Tool will be developed for BLD 295 (Spring 2011)	

- The assessment results have been used to improve safety by developing a new safety course sequence. In addition a new sequence of materials courses has been added to address a missing program component and will be developed for the 2011-12 academic year. Major program assessment will be done beginning 2011-12 once a full 2-year cycle of the program has finished.
- Results of student learning assessments have been reviewed by the program advisory committee at least annually. Faculty and students will meet on several occasions during the year to discuss Program Outcomes Assessment.

Maritime Science Seamanship One year Certificate, and Vessel Operations AAS Degree Assessment:

The Maritime Science certificate and degree programs utilize a set of learning outcomes and assessment criteria specified by the United States Coast Guard (USCG) and the International Maritime Organization (IMO) for individuals serving as members of a navigational watch. To measure student achievement toward these outcomes, each student participating in an underway course as part of a degree or certificate program is required to complete an ongoing assessment of competencies. Each course has a specific set of competencies that are assessed in the environment of a working vessel. Individuals successfully completing the program will have successfully demonstrated all competencies necessary for entry level employment in the maritime industry. All competency checklists will be compiled in individual student portfolios.

Data collection is presently done through records of course completion and assessments are on an informal basis with changes made through instructor course modification. No formal procedures are in place. However, the Maritime Science Department will have completed development of formal competency checklists and have them implemented at the start of Spring term 2011. All competency checklists will then be compiled in individual student portfolios.

Course outcomes for both the Seamanship one-year certificate and Vessel Operations AAS degree were updated early Fall term 2010 to better align the program with industry standards. These updated outcomes, found in the matrix below) were not listed in the 2010-11 catalog but will be in the 2011-12 catalog.

Certificate and AAS Degree:		Maritime – Seamanship one year certificate and Vessel Operations AAS: The seamanship certificate is designed for persons intending to work in an entry level position on maritime vessels. The two year degree is designed for persons who intend to be employed in higher level positions within the maritime industry.	
Objectives:	Indicators:	Findings:	Use of Results:
1. Carry out orders to implement the voyage plan as directed by the officer on the watch.	Student will demonstrate competence to navigate vessel in compliance with the voyage plan approved by the officer of the watch 100% of proficiencies must be completed. The student must achieve a minimum passing grade of 70% in each area of knowledge or understanding within the competency.	Instructors will utilize competency lists to determine if criterion for success is met. Data collection will begin Spring of 2011.	If data target of 70% minimum is met no change. If under, we need to identify cause, document the cause, and modify the curriculum accordingly (documenting the change)

Certificate and AAS Degree:

Maritime – Seamanship one year certificate and Vessel Operations AAS: The seamanship certificate is designed for persons intending to work in an entry level position on maritime vessels. The two year degree is designed for persons who intend to be employed in higher level positions within the maritime industry.

Objectives:	Indicators:	Findings:	Use of Results:
2. Perform the duties of a "lookout" on a vessel.	Student will demonstrate competence to stand a proper watch as a lookout. Criteria will be measured on a check off sheet listing the standards required for successful completion. The student must achieve a minimum passing grade of 70% in each area of knowledge or understanding within the competency.	Instructors will utilize competency lists to determine if criterion for success is met. Data collection will begin Spring of 2011.	If data target of 70% on written competencies and 100% on reporting proficiencies is met, no change. If under we need to identify cause, document the cause, and modify the curriculum accordingly (documenting the change)
3. Perform the duties of a "helmsman" on a vessel under the officer of the watch.	Each student will demonstrate competence to steer the ship and comply with helm orders. Criteria will be measured on a check off sheet listing the standards required for successful completion. 100% of the assessment items will be completed as per the performance standards.	Instructors will utilize competency lists to determine if criterion for success is met. Data collection will begin Spring of 2011.	If 100% of the assessments are successfully completed, no change. If less than 100%, identify the cause, document the cause, and modify the curricula accordingly, documenting all changes.
4. Safely assess the potential risk from an accidental chemical release; respond appropriately based on the level of threat to both people and the environment.	Demonstrate knowledge of terminology 70% of the time, ability to work with other students on a project 90% of the time, correct use of hand and power tools, and correct procedures lifting objects 95% of the time.	Instructors will utilize competency lists to determine if criterion for success is met. Data collection will begin Spring of 2011.	If 100% of the assessments are successfully completed, no change. If less than 100% identify the cause, document the cause, and modify the curricula accordingly and document all changes
5. Exhibit safe work habits in daily and emergency situations on the deck of a vessel.	Demonstrate knowledge of terminology 70% of the time, ability to work with other students on a project 90% of the time, correct use of hand and power tools, and correct procedures lifting objects 95% of the time.	Instructors will utilize competency lists to determine if criterion for success is met. Data collection will begin Spring of 2011.	If 100% of the assessments are successfully completed, no change. If less than 100% identify the cause, document the cause, and modify the curricula accordingly and documents all changes.
6. Operate and maintain deck equipment on a vessel both in port and at sea.	Demonstrate knowledge of terminology 70% of the time; evaluate correct operation of equipment, valves, and hand signals 95% of the time.	Instructors will utilize competency lists to determine if criterion for success is met. Data collection will begin Spring of 2011.	If data target of 100% of the assessments completed as per the performance standards - no change. If less than 100% identify the cause, document the cause, and modify the curricula accordingly and documents all changes.

PROGRAM: Maritime – Vessel Operations AAS In addition to the outcomes list above, students in the Maritime – Vessel Operations AAS degree will also realize the following outcomes:

7. Plan and organize voyage and modify voyage plan enroute to reach destination safely.	Demonstrate knowledge of voyage planning and navigation principles by completing 100% of the assessments and competencies. The student must achieve a minimum passing grade of 70% in each area of knowledge or understanding within the competency.	Instructors will utilize competency lists to determine if criterion for success is met. Data collection will begin Spring of 2011.	If data target of 100% of the assessments completed with a minimum grade of 70% is met - no change. If less than 100% identify the cause, document the cause, and modify the curricula accordingly and documents all changes.
8. Recognize changes to the handling and stability characteristics of a vessel; make calculations necessary to solve handling, loading, and stability safety issues.	Student demonstrate and apply the principles of stability, including free surface effect, center of gravity, effects of loading, and the rolling period. 100% of students will complete the MAS 148 course including /the stability project with a minimum grade of 70%.	Instructors will utilize competency lists to determine if criterion for success is met. Data collection will begin Spring of 2011.	If data target of 100% completion at 70% met, no change, if under, we need to identify cause, document the cause, and modify the curriculum accordingly (documenting the change) since last audit, modules to address loading problems have been added
9. Knowledge of routine navigational procedures and deck operations. Preparation to become a functioning crew member when reporting on board a vessel.	Completion of the associated courses with minimum scores of 70%. Performing all duties assigned safely and correctly as a member of the college's vessel.	Instructors will utilize competency lists to determine if criterion for success is met. Data collection will begin Spring of 2011.	If 100% of assessments successfully completed, and examinations completed with a minimum score of 70% no change. If less than the standards, determine cause and modify the. curricula accordingly
10. Knowledge of the items required for inspected vessel compliance with Coast Guard regulations. Knowledge in the use of CFRs to determine vessel requirements. Prepare vessels for Coast Guard examination.	Standards of compliance met with no major discrepancies and few minor discrepancies. Inspection checklist completion and/ or successful completion of Coast Guard inspection on the College's vessel. Completion of written examinations with a minimum score of 70%.	Instructors will utilize competency lists to determine if criterion for success is met. Data collection will begin Spring of 2011.	If compliance is met and examinations are completed with a minimum score of 70%, no change. If less than these standards, determine cause and modify the. curricula accordingly.
11. Principles of ship handling and the ability to safely operate vessels in varied environments.	Examinations completed with a minimum score of 70%. 100% of all assessments completed successfully.	Instructors will utilize competency lists to determine if criterion for success is met. Data collection will begin Spring of 2011.	If 100% of assessments successfully completed, and examinations completed with a minimum score of 70% no change. If less than the standards, determine cause and modify the. curricula accordingly

Assessments are presently being done on an informal basis, and changes made through instructor course modification, with no formal procedures in place. We will have completed development of the competency checklists and have them implemented at the start of Spring term 2011. Instructors regularly review designated class assessment mechanisms, with specified outcomes and performance criteria to measure student performance to determine if there are areas of common weakness in student learning in order to improve the course. Departmental faculty meet monthly as a team to discuss course improvements and student needs.

In addition, the department works in conjunction with an industry advisory board, which is made up of representatives from regional maritime companies, the United States Coast Guard, State Marine Board and recreational boaters. Departmental outcomes are developed and reviewed annually in partnership with this board to ensure that the program outcomes meet the needs of industry.

Instructors design appropriate assignments, activities, competency checklists and examinations that reinforce and assess Maritime Science course outcomes.

In order to ensure that program outcomes have been met, each class has a specific list of learning outcomes/competencies and assessment criteria which are aligned with degree/program outcomes. A student successfully completing program course requirements will have met all stated program/degree outcomes.

Each class has designated assessment mechanisms, with specified outcomes and performance criteria to measure student performance. Instructors review class assessments to determine if there are areas of common weakness in student learning in order to improve the course.

Course level assessments are evaluated by the instructor looking for areas in need of improvement. Departmental outcomes are developed and reviewed in partnership with an industry advisory board to ensure that the program outcomes meet the needs of industry.

The course content is based on USCG requirements and standards for Able Bodied Seaman and Ratings Forming Part of a Navigational Watch. Courses utilize standards for both learning outcomes and assessment established by the USCG and IMO to ensure that our program provides students with skills consistent with the industry standard.

As stated above, the learning objectives and assessment measures are mandated by USCG and IMO regulations.

The content of the degree and certificate are consistent with the standards recommended by the maritime industry, USCG and IMO.

The depth of the core curriculum is specified by standards mandated by the USCG and IMO.

Course sequencing is based on a logical progression of learning that lays a foundation of skills and builds upward as the student progresses.

Skills learned in the classroom are brought into the workplace environment by means of underway classes on the training vessels *M/V Ironwood* and *M/V Forerunner*. Multiple classes will be taking place at the same time and students will be required to put together the skills that they have learned to operate the vessel in accordance with industry standards while concurrently performing assignments for their specific class.

Faculty are the primary source of design, approval, implementation and revision. All faculty are responsible and involved in student success. Teaching to various learning styles and providing one-on-one student advising provides students a well-rounded platform to achieve.

Much of the maritime content is self contained, but students are encouraged to use all the college's facilities, including library.

Electives provide individuals the opportunity to explore areas of interest to them outside of the required core classes. The general education requirements for the degree and certificate programs are considered to provide an acceptable minimum competency level according to industry standards and are appropriate for the program. The following general education courses are included in the Vessel Operation AAS Degree program: math (4 credits), physics or geology or meteorology (4 -5 credits)/, English composition and or business communication (3-6 credits), psychology (3 credits) and any Humanities or Social Science course (3 credits)

Nursing: Practical Nursing (One year certificate) and Nursing (AAS)

The nursing program is on track for monitoring and evaluating student learning outcomes for individual nursing courses and the nursing program itself. Student learning outcomes for individual courses are developed by the nursing faculty and approved by Instructional Council at the College and the Oregon State Board of Nursing. Assessment of course outcomes is done with class assessments (testing) and assignments (lab and clinical assignments), each designed and evaluated to the course outcomes. Examinations are designed in NCLEX format; all objective examination questions are evaluated for reliability and validity.

The nursing program is carefully evaluated on an ongoing basis. Student admission data is collected and evaluated against student retention and completion data. Student progress through the program is also carefully evaluated on an ongoing basis, to determine areas of difficulty or attrition. Cohort data is analyzed, and 2 year and 3 year completion or graduation rates are tracked. Students complete numerous outside objective assessments (assessments by Assessment Technologies, Inc, or ATI) to give feedback to individual students about progress through the program and areas of strength or weakness. The assessment data also gives feedback to the nursing department faculty about program strengths and weaknesses. Success on the state board licensing examination is also evaluated against the above data, to give feedback to faculty about student success.

Beginning Fall term 2009, nursing students are completing a student portfolio to document attainment of program outcomes. The class of 2009 – 11, which graduates Spring 2011, will be the first class to complete these portfolios for documentation of program outcomes. These portfolios contain evidence such as research papers, clinical worksheets, nursing care plans, and other artifacts to document attainment of program outcomes. A scoring rubric is being developed to evaluate these portfolios and should be completed by the end of the academic year, 2011.

Nursing program graduates are surveyed six months after graduation to determine program satisfaction, employment, additional education, wage and benefits, and suggestions for improvement of the program. Employers of these graduates are also surveyed to determine satisfaction with the nursing program.

The advisory committee for the nursing program meets twice a year, and provides valuable input and feedback for the program. The committee consists of stakeholders from public health, acute care, long term care, and education. The advisory committee and nursing faculty design and evaluate the nursing program.

The nursing program has initiated the use of student portfolios during the 2010 – 11 academic

year. The portfolio will demonstrate student achievement of program outcomes. The nursing program engages in continuous quality improvement through review of standardized tests (Assessment Technologies Inc (ATI), NCLEX) as well as graduate and employer surveys to ensure relevancy and currency of the program.

Individual nursing courses are evaluated using standard examination methods, always testing to the course objectives. Survey evaluations of individual courses are done when a course is new or significantly revised, to determine relevancy and effectiveness.

Rubrics are being developed which will track program progress.

The nursing faculty is responsible for evaluating student performance in both the academic and clinical setting. Adjunct faculty assigned as clinical instructors are responsible for evaluating student performance in the clinical setting and select written clinical assignments.

The nursing faculty is in the process of developing rubrics to evaluate the student's attainment of program outcomes as they correlate with course objectives and benchmarks.

The nursing faculty worked in the summer of 2009 to review the nursing program and its curriculum which included revision of program outcomes, student progression through the program, course objectives, and measurement of student success. Faculty used student data at all levels (student data in individual courses, clinical settings, graduate data, NCLEX success data, etc.) to evaluate the program. Members of the nursing advisory committee were invited to attend and provide input.

The practical nursing certificate can be obtained at the end of the first year of the two year nursing program. As the practical nursing is contained within the nursing program and has no separate program requirements, it is evaluated as part of the two year program.

Program: NURSING: The Nursing Program prepares students for licensure as a registered nurse, with an entry level position in a wide variety of health care settings, or transfer to a BSN program.			
Objectives:	Indicators:	Findings:	Use of Results:
A1. Demonstrate the ability to assess, diagnose, plan, implement, and evaluate nursing plans of care which address the holistic needs of diverse individuals, families, and groups.	A.1 Satisfactorily demonstrates select critical clinical skills (denoted with *) to an accepted standard of satisfactory A.2 Satisfactorily demonstrates mastery based on established grading rubric	A.1 Clinical evaluation A.2 Program outcomes will be evaluated with a student portfolio, and results will be available for the first time, Spring 2011 A.3 Clinical worksheets & Care Plan	A1. Results will be evaluated again after Spring term 2011.
B1. Communicate effectively and collaboratively with clients, families, and members of the healthcare team.	B1. Satisfactorily demonstrates select critical clinical skills (denoted with *) to an accepted standard of satisfactory	B1. Clinical evaluation Evaluation of community projects Evaluation tool under development	B1. Results will be evaluated again after Spring term 2011.
C1. Practice within the legal and ethical standards of nursing (as defined by the American Nurses Association	C1. Satisfactorily demonstrates select critical clinical skills (denoted with *) to an accepted standard of	C1. Clinical evaluation By definition, all graduates meet this program outcome.	C1. Results will be evaluated again after Spring term 2011.

Program: NURSING: The Nursing Program prepares students for licensure as a registered nurse, with an entry level position in a wide variety of health care settings, or transfer to a BSN program.			
Objectives: and state boards of nursing) with a sense of personal and professional accountability and responsibility. D1. Demonstrate the ability to acquire and utilize new scientific knowledge and technology in the planning and delivery of nursing care. E1. Outcome: Program graduates will qualify for licensure as an RN.	Indicators: satisfactory. All graduates of program will meet this program outcome. D1. Satisfactorily demonstrates mastery based on established grading rubric E1. Greater than 85% of graduates will successfully pass the NCLEX exam upon graduation, and be licensed as a registered nurse.	Findings: D1. Clinical worksheets Care Plan E1. Results: 2008 pass rate: 100% 2009 pass rate: 100% 2010 pass rate: 93.75%	Use of Results: D1. Results will be evaluated again after Spring term 2011 E1. Achievement of this outcome has occurred. Ongoing review of curriculum and assessment results (both in National preparatory exams, and NCLEX licensure exams) will continue to be monitored to maintain success.

All graduates must meet program outcomes in the nursing program. The data collection and review for the nursing program is in evaluating why some students are unable to meet the program outcomes, and hence do not progress in the program. Student progression through the program as well as program attrition is carefully evaluated on an ongoing basis, with the goal of improving 2 year and 3 year graduation rates. Review of above results is used for nursing curriculum review and program planning and revision. Faculty meet on a regular basis to evaluate student attainment of outcomes, student progression in the program, and graduate success in the workplace after graduation.

Employers of graduates are surveyed to assess graduate success and attainment of program outcomes.

Review of above results is shared with employers of graduates and the nursing advisory committee. All proposed curriculum revisions are shared with advisory committee members for feedback and ultimate approval. The Advisory committee is made up of members of acute care hospital, public health, long term care communities. Their input is invaluable in ensuring nursing program is in sync with clinical facilities.

The nursing program prepares and evaluates students to demonstrate caring, engage in critical thinking, and promote health for themselves as well as clients.

The program has clearly defined student learning outcomes. Each course has student learning outcomes that are behaviorally defined. In addition to outcomes, learning objectives are created for individual lecture topics. Progression through the program is sequential and progressive. Test questions are written with the intent of evaluating student attainment of learning outcomes. Successful completion of the program and successful passing of the NCLEX examination ensures that graduates are prepared for entry level practice.

The nursing program reviews and evaluates student portfolios regularly throughout the program; each student must attain a predetermined benchmark at the end of the first year and second year

of the program. ATI and NCLEX test results are evaluated to further validate attainment of learning outcomes. Graduate and employer surveys are completed six months after graduation to evaluate satisfaction with the nursing program.

The nursing faculty is consistently engaged in review and revision of the curriculum. The nursing faculty meets twice monthly to discuss curricular and student issues, progression of students through the program, attainment of program outcomes.

All nursing faculty are engaged in evaluating student performance and take an active role in evaluating both classroom and clinical assignments.

The nursing faculty collaborates with the research librarian to establish fundamental research instruction. Students are required to access and utilize resources obtained through the library databases to demonstrate appropriate use of research for evidence-based practice.

A focus of the nursing program is the use of evidence based practice. Students learn research methods to attain the most current information available for planning nursing care. The importance of cultural diversity in planning care is also central to the nursing program, with components of diversity woven through the program. The nursing program has also recently expanded its health promotion component of the program, for self, clients, and the community. Civility, integrity, and conflict resolution are also interwoven in the program.

The nursing program includes a recognizable core in a variety the humanities, mathematical natural and social sciences. There are no requirements in the fine arts, though students have the option of selecting fine arts for an elective requirement.

Medical Assisting, One year certificate

The medical assistant program is a one year certificate program that requires 45 credits for completion, upon which the student is ready to enter the workforce. Through an ongoing process of evaluation of course and program outcomes, and graduate and employer surveys the medical assistant program is able to remain current with industry need in preparing students for entry into the workforce.

Evaluation of program outcomes is tracked and reviewed to ascertain student success. During the practicum experience (which occurs during two of the three terms of the program) student's performance in a real world environment is evaluated by mentors. These evaluations are used by the program instructor and the Director of the Allied Health to evaluate the program outcomes as well as individual students. A scoring rubric is under development to objectively evaluate these outcomes.

Graduates of the medical assistant program are surveyed to determine employment, satisfaction with the program, wage and benefits, and suggestions for improvement of the medical assistant curriculum. Employers of these graduates are also surveyed to determine satisfaction with the medical assistant program.

Program assessment activities, and use of results are summarized below.

Program: **MEDICAL ASSISTANT:** The Medical Assistant Program prepares students for entry level employment in a physician's clinic or a variety of other health care settings.

Program Educational Outcome	Criterion for Success	Data Collection, Findings	Use of Results
Interact in a caring and respectful manner with patients, families and the health care team.	Seventy-five percent of Medical Assistant students will achieve a score of 24 or better on their practicum evaluation tool.	Spring 2010- Eighty-one percent of the Medical Assistants graduating Spring 2010 received a score of 24 or better.	According to the data, the medical assisting curriculum is on target for educating students to care for patients, families and team members in a respectful manner. Spring 2011- To be assessed and reviewed.
Establish and manage office procedures and implement medical documentation systems using appropriate medical terminology.	Seventy-five percent of students will successfully pass with a score of satisfactory or better on the "mini-chart" based on patient assessment and documentation.	This area is in development. "Mini-chart" and assessment tool are to be developed by the end of Spring of 2011.	Data collection to begin Spring 2012.
Perform the administrative business tasks required in a medical office.	Currently under development.		
Assist the physician and other members of the health care team in a clinical procedures related to the examination and treatment of patients.	Seventy-five percent of students will receive a score of satisfactory or better on the practicum evaluation tool in the area of assisting the physician and other health care team members.	This area is in development. A physician survey will be developed to assess student performance in this area. This will be developed by the end of Spring term 2011.	Data collection to begin Spring 2012.
Perform common diagnostic procedures under a licensed healthcare provider to ensure patient comfort and safety. These are to include vital signs, height, weight, urine testing and blood testing.	Seventy-five percent of students will receive a score of 24 or better on the practicum evaluation tool in the areas of common diagnostic procedures.	Spring 2010- Eighty percent of the Medical Assistants graduating Spring 2010 received a score of 24 or better.	Spring 2010-We will look at those areas of diagnostic procedures where students received lower scores and evaluate the current teaching strategy for that particular skill. Spring 2011-To be assessed.
Comply with quality assurance requirements in performing clinical laboratory procedures.	Seventy-five percent of students will receive a score of satisfactory or better on the Quality Assurance Laboratory Testing Tool completed by practicum site supervisor.	This area is being developed as well. The Laboratory Testing Tool will be developed by the end of Spring term 2011.	Data collection to begin Spring 2012.

By evaluating the above results, the medical assistant faculty member reviews current teaching strategies for each learning outcome. Changes are then made to syllabi each term to reflect those results. In addition, student surveys are reviewed at the completion of each calendar year. For example, students conveyed their ideas regarding the teaching of vital signs. Students felt that not enough time was dedicated to that particular skill, so additional time was added for the subsequent group of students.

Currently, one full time faculty member teaches the medical assistant components of the program. Additional faculty teach the math, writing, psychology and office skills portion of the program. The MA faculty member is responsible for evaluating student achievement with input from advisory committee members and practicum site mentors.

The Medical Assistant program has very clear student learning outcomes at both the program and course level. These outcomes are published in the college catalog and in each course syllabi. As part of the new website, the medical assisting page will post student learning outcomes

A comprehensive program review was completed during the 2007-2008 academic year. This process allows for systematic review and revision to current curriculum.

The Medical Assistant program has consistently grown in student population since the 2007-2008 academic year. This growth is due to not only the high demand for professionally trained medical assistants but also to the content and timeliness of program completion. With the 2007-2008 program review, statistics revealed that many students were not completing the program in the one year time frame due to the heavy credit course load. With each subsequent year, statistics showed that students are successfully completing the program within the academic year. As to the appropriate content, students are being offered positions as medical assistants prior to their completion of the program. Local provider offices are offering employment with the understanding that students complete their program and obtain certificate.

The Medical Assisting program conducts Advisory Committee Meetings twice each academic year. This committee is comprised of employees of local health care provider offices to include other medical assistants, nurses, and office managers. It is at these meetings where community partners, such as practicum site mentors, are provided with any proposed changes in course work or curriculum. In addition, members have the ability to bring to the table any areas of curriculum or skills that they see deficient in student practice. Data from program completion are shared with the advisory committee, and in turn, the advisory committee gives input to the college with meaningful information on current office practices, procedures and skills necessary for medical assistant employment.

Based upon guidance from advisory committee, curriculum is developed based on knowledge and skills appropriate for entry level medical assistant. In addition, practice is guided by what medical assistants are NOT allowed to perform.

The Medical Assistant program has been developed to ensure successful completion of course work each term before progressing to the next. Courses are arranged from a “simple to complex” skill level that allows students to build upon previous learning.

Progression through the program requires consistent skill performance and knowledge based practice on the student’s part during actual clinical experiences at local physicians’ offices. Students are evaluated on their performance of not only theory, but necessary medical assisting skills such as taking vital signs, drawing blood, completion of waived laboratory tests, medication administration, etc. Initial evaluation occurs in the classroom and laboratory skill

areas and then is transferred to the practicum site for actual hands-on performance via the competency skills checklist.

It is the medical assistant faculty member's responsibility to design and implement curriculum. Recommendations are obtained not only from the Director of Allied Health but again from the advisory committee participants. From there, materials are presented to the college's instructional council team for approval. Development and subsequent revision takes place based on feedback and input from committee members as well as current practices.

Faculty rely on not only the classroom assessment of skills and knowledge but also on evaluations completed by the practicum site mentors.

Use of the library in the medical assistant program is currently being developed and strengthened. Medical assistants are not normally required during their employment to "research" medical practices. However, students are currently being taught research skills in collaboration with the research librarian. Beginning Fall 2010, students are now being required to complete an on line research project on a particular topic to ensure library resources are integrated into learning and to broaden student research skills and knowledge.

The MA program has general education requirements which foster an environment of life-long learning necessary for health care. In addition, students are learning to associate with other educational disciplines. Course work in these areas stress importance of cultural based care. Being able to treat each client (patient) with respect and dignity while being a productive member of the work life is a product of these courses. The Medical Assisting program contains a very focused group of classes to include course work in communication, computation and human relations.

*Professional Truck Driving Less-Than-One-Year Certificate
Assessment:*

The statewide less-than-one-year certificate meets the standards developed by the statewide Trucking Solutions Consortium and collects data in accordance with those standards. Program outcomes are aligned with those approved by the Trucking Solutions Consortium, documented using a Nichols 5 column model, and reviewed annually to determine if adequate progress was achieved. Quantitatively, all students must pass the Department of Motor Vehicles Class A Commercial Drivers License (CDL) written and driving test or hold a valid Class A CDL and pass the written statewide Trucking Solutions Consortium assessment to successfully complete the first half of the less-than-one-year certificate. Data have been collected for the two program outcomes (40% of total program outcomes) associated with this portion of the training and 100% of students have successfully met the criterion for success. For the second half, or finishing school, portion of the program, all students must complete weekly customer service quizzes and the Work-Experience observation assessment. Data has yet to be collected for the three educational outcomes (60% of total program outcomes) associated with this portion of the training since current students have not continued on to the finishing school at this time.

Professional Truck Driving faculty meet with students weekly to review progress toward outcomes and what next steps are needed to complete the program. Student progress is assessed

through statewide Trucking Solutions Consortium lesson plans, workbook assignments, quizzes, competency assessments, and driving log book notes that directly connect to the program outcomes and are recognized throughout the state. By utilizing these data collection methods faculty are able to determine if each student is properly progressing in meeting the program outcomes.

The College’s Professional Truck Driving program works closely with the Trucking Solutions Consortium to ensure that proper assessments are being administered that meet program outcomes and the statewide certificate standards. In addition, program success rates are shared with the statewide Trucking Solutions Consortium on a term by term basis. The Trucking Solutions Consortium meets annually to review curriculum and program outcomes in accordance with industry standards.

Improvement:

Less-Than-One-Year Certificate:		Professional Truck Driving: This program prepares students to enter a wide variety of work within the transportation and logistics industry, including associated jobs such as warehousing and local delivery.	
Objectives:	Indicators:	Findings:	Use of Results:
A1. Know rules and regulations pertaining to operation of commercial trucks.	A1. 100% of program students will successfully pass the OR DMV written and driving test to gain a Class A CDL with all endorsements except passenger.	A1. Fall 2010—100% of program students passed OR DMV CDL written and driving test.	Results are shared with consortium/advisory members. No change to teaching methods at this time. The results will be compared with Spring term results to see if there are similar findings.
B1. Demonstrate safe and legal operation of commercial trucks and handling of cargo.	B1. 100% of program students will successfully pass the OR DMV written and driving test to gain a Class A CDL with all endorsements except passenger.	B1. Fall 2010—100% of program students passed OR DMV CDL written and driving test.	
C1. Demonstrate and practice the customer service skills needed for success in the logistics industry.	C1. 100% of program students will score 80% or above on weekly customer service quizzes.	C1. Data has yet to be collected since program has just admitted students Fall 2010.	
D1. Demonstrate and practice maintenance of documentation required of a commercial truck driver.	D1. 100% of program students will score 90% or above on the Work-Experience observation assessment.	D1. Data has yet to be collected since program has just admitted students Fall 2010.	
E1. Master the skills particular to at least one segment of the truck transportation industry.	E1. 100% of program students will score 90% or above on the Work-Experience observation assessment.	E1. Data has yet to be collected since program has just admitted students Fall 2010.	

- Since the program has just started to receive students Fall 2010, tracking has not yet begun. Plans are to begin tracking assessments with the Fall 2010 cohort to determine student progress and what, if anything, will be needed to increase student achievement.
- Students meet with faculty weekly to review progress toward outcomes and what next steps are needed to complete the program. In addition, program (including course) success rates are shared with the statewide Trucking Solutions Consortium on a term by term basis.

*Sustainable Energy Technician Certificate
(Aligned with the Oregon Green Tech Certificate)*

Assessment:

The newly offered Sustainable Energy Technician Certificate began Winter term 2011. Program outcome assessment is planned to begin the end of Winter term and be phased in over the following three terms through modular curriculum evaluations. In addition, the advisory committee will meet to review the program and make certain outcomes reflect the needs of the industry; faculty will informally review student completion and success; a systematic instructional program review will be completed in 2011; and students will complete course evaluations each term which rate courses for content, delivery, and instructor performance.

Faculty continue to work together to develop lesson plans, quizzes and assessments that link to each program outcome. Connections with faculty from other core academic courses will also be established in Spring term to track and document student progress. Currently, faculty meet with Sustainable Energy Tech students (both individually and in groups) weekly on an informal basis to evaluate student progress related to program learning outcomes.

Once a full cohort of students has completed the program, end of Summer term, results of program outcomes assessment will be shared with the program advisory.

Improvement:

One-Year Certificate:	Sustainable Energy Technician: This program prepares students to work in the sustainable energy field with an emphasis on basic power generation principles, instrumentation, care and maintenance, and process controls.
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Objectives:	Indicators:	Findings:	Use of Results:
A1. Communicate clearly and effectively through speech, writing, and drawing.	A1. 100% students pass WR 115 (Intro to College Writing) and SP 219 (Small Group Discussion), or Green Tech Workplace Communications with a grade of "C" or above.	A1 – F1. Program beginning Winter 2011. Data collection will begin as first Certificate students are registered.	
B1. Practice safe and healthy work habits; safely use high technology instrumentation and equipment.	B1. 100% students score above 80% on Safety modules.		
C1. Work on multiple projects simultaneously, efficiently managing time and resources.	C1. 100% students score above 80% on lab modules during 2 nd term of program.		
D1. Work in a collaborative environment.	D1. 100% students score above 80% on lab modules during 2 nd term of program.		
E1. Demonstrate knowledge of sustainable energy concepts and principles.	E1. 100% students able to demonstrate sustainable energy concepts and principles with 90% frequency in a class opportunity.		
F1. Work with parameters of codes and regulations for the safe operation of sustainable energy systems.	F1. 100% students able to demonstrate knowledge of codes and regulations with 90% frequency in a class opportunity.		

- Current plans are to begin assessment in Winter 2011 when Certificate will be offered.

Welding: American Welding Society Entry Level Welding One-Year Certificate

Assessment:

All program outcomes adhere to the American Welding Society (AWS) *Schools Excelling through National Skill Standards Education* (SENSE) program. Students seeking the AWS Entry Level Welding One-Year Certificate complete a series of written objectives, in addition to workmanship samples for each welding process they undertake. Assessment of the objectives and samples indicate each student's comprehension of the subject matter, and their proficiency in the welding process that they are studying. Of the ten program outcomes related to the Welding certificate 40% of outcomes are currently collecting and analyzing data with 60% of outcomes beginning data collection Spring of 2011.

Program faculty utilize the American Welding Society qualification standards to analyze the work of the students and meet to review results. This provides consistent criteria for standards to be met. As students complete objectives and weld samples they meet with faculty to review these processes, and to track progress in completing the course. In addition, at the completion of each course students are given an AWS SENSE test to indicate their level of proficiency with the process they have undertaken. By comparing student objective submissions, and workmanship samples instructors are able determine areas in which students may be having difficulties. Instructors are then able to modify communication or instructional methods to better accomplish the desired student learning achievement.

The Welding Department works closely with its program advisory committee to review outcome data and ensure that the program implements current welding technology and industrial trends. Assessment results have led to the development of a checklist to show all steps necessary in cleaning welding booths which connects to the program outcome of maintaining a clean and orderly welding shop environment.

Improvement:

PROGRAM: Welding One year certificate: The welding program is designed for the person intending to work as an entry-level welder in a welding shop
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Program Educational Outcome	Criterion for Success	Data Collection, Findings	Use of Results
1. Weld metals proficiently using five different processes: a. Material processing (oxy-fuel welding and cutting, plasma, carbon air arc) b. Oxy-fuel (welding and cutting) c. Shielded metal arc welding d. Gas metal arc welding e. Gas tungsten welding.	80% of AWS students complete a passable workmanship sample for each process	Data collected in Fall of 2010 indicates that over 90% of AWS students have completed passable workmanship samples.	Data shows that the vast majority of AWS students are proficient in the processes they have studied.
2. Follow safe practices in performing all welding tasks.	100% of students will pass an examination on basic torch safety with a score of 100%	Data will be collected in Spring 2011	Data will indicate whether torch safety training is sufficient or additional training is required.

PROGRAM: Welding One year certificate: The welding program is designed for the person intending to work as an entry-level welder in a welding shop

Program Educational Outcome	Criterion for Success	Data Collection, Findings	Use of Results
3. Interpret written, schematic and numerical data to carryout customer specifications of a proposed welding product; write technical work orders for fabrications.	All AWS students score above 80% on welding symbol section of Welding Lab Task Assessment	Grade records indicate that practically every student scored in the 90% bracket	In Winter 2011 hold discussion sessions to familiarize students with atypical welding symbols
4. Use standard industrial equipment to make quality repairs and fabrication on different types of metals.	Students will demonstrate the ability to make AWS quality repairs to welds or complete a fabrication project with a minimum score of 75%	Data will be collected in Spring 2011	
5. Generate creative solutions to fabrication challenges.	100% of AWS students will submit a one page report on a challenge they have encountered and the outcome. Success will be assessed by a Rubric that will be developed.	Data will be collected in Spring 2011	
6. Share in the responsibilities of maintaining a clean and orderly welding shop environment.	100% of students are to clean work areas daily	Observation indicates approximately 90% of students clean work areas sufficiently	In Spring 2011 a checklist will be created to show all steps necessary in cleaning welding booths
7. Use, maintain, and repair fabrication/welding shop tools.	80% of students will be able to basic repairs and maintenance of welding shop tools.	Data will be collected end of Winter term	
8. Perform the business functions of customer service and materials acquisition.	80% of AWS WLD-104 students will be able to complete a sample bid sheet with accuracy.	Sample bid sheet will be created during Winter 2011 term.	
9. Progressively assume greater shop responsibilities and envision future work opportunities in the trades.	80% of AWS WLD-104 students will be able to assist other students in various welding processes.	Data will be collected at the end of Winter 2011 term.	
10. Manage a student portfolio to include skills students have learned.	100% of AWS students save workmanship samples	Workmanship samples are stored at Clatsop Community College for a period of two years. 100% of AWS students save workmanship samples.	Data shows that criteria is being met.

By comparing student objective submissions, and workmanship samples instructors are able determine areas in which students may be having difficulties. Instructors are then able to modify communication or instructional methods to better accomplish the desired student learning achievement.

As students complete objectives and weld samples they meet with faculty to review these processes, and to track progress in completing the course. In addition at the completion of each course students are given an AWS SENSE test to indicate their level of proficiency with the process they have undertaken.

All classes are designed to meet the AWS SENSE program. The SENSE program standards allow students to use multiple electrodes, and welding positions for each process they take.

Students gain a proficiency in four of the five AWS prequalified welding procedures, in addition to Oxy/fuel and the Gas Metal Arc Welding short circuit process.

Sequencing of courses are designed to allow students to enroll in any process at the beginning of any term with Instructor approval, however it is recommended that students start with course WLD 100.

Synthesis of learning: Students recognize that although there are multiple, welding process, base metal, and filler metal combinations the fundamental principles of weld fusion and profile remain consistent.

Student achievement is recorded on a course objective checklist, along with a detailed list of each objective completed.

The welding program faculty (both full-time and adjunct) are the main developers of curriculum. The AWS SENSE program is the basis of the welding program and faculty are expected to set goals for their classes.

The welding program faculty place student success as their highest priority. Faculty encourage open dialogue, and allow time for individual student interaction.

Students often use the internet and other research sources to gather information on welding processes or materials.

Students in the AWS Entry Level One-Year Certificate Program successfully complete English Composition, Psychology of Human Relations, and Math for Applied Science, or Intermediate Algebra prior to completing the program.

Core Theme IV: Community Outreach

Planning, Assessment and Improvement

Community Outreach is central to the identity of the College, 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 College is the local communities’ primary resource for pursuing life-long education.

Core Theme IV:		Community Outreach: Engage in collaborative leadership to meet the cultural, economic, educational, personal development, social, and vocational needs for the community.	
Objectives:	Indicators:	Results:	Recommended Actions:
Objective A: Provide facilities and funding for community outreach.	A1. 10 % of the College's total budget dedicated to community outreach activities	A1. During the 09-10 academic year, 7.53 % (\$1,067,825) of the College's budget was allocated for community	A1. Seek federal and private grant funding to provide additional community outreach resources within the region.

Core Theme IV:

Community Outreach: Engage in collaborative leadership to meet the cultural, economic, educational, personal development, social, and vocational needs for the community.

Objectives:	Indicators:	Results:	Recommended Actions:
	<p>A2: 20% of community outreach courses are offered at locations south of Warrenton.</p> <p>A3: 10% of community outreach courses are offered at locations east of Astoria.</p>	<p>outreach purposes. During the 10-11 academic year, 7.10% (\$1,104,960) of the College's budget have been allocated for community outreach.</p> <p>A2: In 2009-2010, the college offered 253 classes over 4 quarters. Of the classes offered, 50 were held in Seaside, the South County Campus, Warrenton and Cannon Beach for a total of 20% of classes held south of Warrenton.</p> <p>So far, during the 2010-2011 year, the college offered 116 classes in two quarters. Of the classes offered, 32 were held in Seaside, the South County Campus and Cannon Beach for a total of 27% of classes held south of Warrenton.</p> <p>A3: In 2009-2010, the college offered 5 classes east of Astoria in Westport, Clatskanie and Rainier which was 2% of the total classes offered.</p> <p>In 2010-2011, so far, the college offered a total of 8 classes east of Astoria in Westport, Clatskanie and Rainier, which is 6% of the total classes offered through the Community Education program.</p>	<p>A2: Continue efforts to meet benchmark</p> <p>A3: The coordinator will spend more time creating, promoting and providing additional classes in the areas of Westport, Clatskanie and Rainier and increase the total number of classes offered to meet the 10% benchmark.</p>
<p>Objective B: Provide courses and events which address community needs.</p>	<p>B1 15% of the total Clatsop County population age 15 or older will register for one or more courses during an academic year.</p> <p>B2: 80% of "community outreach" courses draw enough enrollments to make the course viable.</p>	<p>B1 During the 2009-10 academic year, 12.8% (3,965) Clatsop County residents enrolled in one or more courses at the College.</p> <p>B2: Of the 253 classes offered during the 2009-2010 academic year, 33 classes were canceled due to low student enrollment. The total percentage of classes that were viable (those classes having 6 or more students) was 87% of</p>	<p>B1 Increase short-term workforce training options to provide offerings which appeal to working adults. Increase total enrollment in Education for Life courses. Develop targeted marketing plan for Education for Life courses.</p> <p>B2: The Coordinator will continue to offer interesting and challenging courses to entice more students to enroll.</p>

Core Theme IV:	Community Outreach: Engage in collaborative leadership to meet the cultural, economic, educational, personal development, social, and vocational needs for the community.
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Objectives:	Indicators:	Results:	Recommended Actions:
	B3: Estimated event attendance meets and/or exceeds expectations at 65% of college sponsored events.	the classes offered. So far, of the 116 classes offered during the two quarters of 2010-2011, 20 classes were canceled due to low student enrollment. The total percentage of classes that were viable (those classes having 6 or more students) was 83% of the classes offered. B3: During the 09-10 and 10-11 school years, attendance at college sponsored events has met or exceeded expectations 40% of the time.	B3: Use data to determine future event sponsorships. Improve record-keeping.
Objective C: Staff and students provide leadership in collaboration with community partners.	C1: 60% of completed annual appraisals for regular college employees will show participation as college representatives in collaborative projects, boards, or other activities involving community partners. C2: 60% of the College's graduates will report that their coursework connected them to the community via a graduate survey.	C1: A review of the 09-10 self-evaluations completed by full-time faculty reveals that 92.9% of faculty indicated that they participated in one or more community outreach activity during the school year. C2:	C1: Improve sample by changing faculty and staff evaluation forms to specifically address community outreach/leadership activities.

Instructional Services that Support Core Theme IV

Arts and Ideas Assessment

The College has been monitoring both the number of events sponsored by the Arts and Ideas series and the self-support performance to determine whether the purposes of the series are being accomplished:

Arts and Ideas Performing Arts Center Event Summary

Term	05-06	06-07	07-08	08-09	09-10	10-11
Fall		5	4	9	10	13
Winter	3	5	5	8	11	12
Spring	5	6	5	13	12	n/a
Summer	6	not avail	not avail	13	10	n/a

The above table demonstrates that the A&I coordinator has had a marked positive effect upon the number of events scheduled for the Performing Arts Center since beginning his duties in October 2008.

Arts and Ideas Financial Summary

	FY2004	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011*
Gifts (including Foundation Support)	14,743	9,802	6,435	9,967	2,915	0	6	0
Box Office Receipts	26,694	8,138	5,631	12,539	2,022	9,175	8,278	6,398
Total Revenue	41,437	17,939	12,065	22,506	4,936	9,175	8,284	6,398
Expenses	-41,437	-17,939	-12,065	-22,506	-6,505	-8,909	-8,465	-4,855
Annual Balance					-1,569	266	-182	1,542
Running Balance					-1,569	-1,303	-1,484	58

* Through 14 March 2011

The financial summary demonstrates that the series has been running close to balancing receipts to expenses since shifting to self-support status with the hiring of the coordinator in 2008. However, the salary of the coordinator is not included in the direct expenses depicted. As a result, the college has eliminated the coordinator position for FY2012 and will be adjusting series operations to reduce costs.

Education For Life/Customized Training Assessment

Community Outreach programs such as Education for Life, Workforce Training and ENCORE (Exploring New Concepts of Retirement Education) offer courses that meet the cultural, economic, educational, personal development, social and vocational needs of local community residents. Education for Life offers a variety of non-credit classes that are fun, informative and interesting for residents who want to continue their life-long learning. Workforce and Customized Training offers quality training to local businesses to develop employee potential in management, customer service, improved productivity, and industry certifications. The ENCORE Program is sponsored by Clatsop Community College. It is an association of retirement aged people who share a love of learning, enjoy intellectual stimulation and meeting new friends.

Education for Life courses are offered at various locations throughout Clatsop County and Columbia County such as the South County Campus in Seaside, in Clatskanie/Rainier, and Astoria. Approximately 20% of the community outreach classes are offered at locations south of Warrenton and approximately 10% of the total classes offered are at locations east of Astoria. Of the total classes listed each quarter, over 85% have enough students enrolled to make the classes viable. This data is determined by reviewing the number of courses in any given term, taking in to account those that are canceled and the service area where the courses are offered. This data is reviewed on a term by term basis.

The information is tracked by the Program Coordinator from the Course data base in SeaNet. The coordinator checks the enrollment for each class the first week before the term and the week after the beginning of each term to determine if enough students have enrolled to make the course viable. The courses, as they appear listed in the quarterly Education for Life/Workforce schedule, are used as a template to follow student enrollment. If the class does not have the required number of students enrolled to make the class viable, then the class is canceled. The coordinator of the program also has an Excel chart that lists the courses offered every quarter with the course name, instructor costs, rental facility costs, course fees (based on 10 students per class), college overhead fees, the number of students enrolled and the total cost of the course. This data allows the coordinator to determine if the class generates enough fees to cover the total costs of courses which then allows for adjustments in the fees as needed.

Assessment of courses is done by class evaluations which are handed out to the students at the end of each term. The information collected is charted and used to determine if a class has met the expectations of the students. Those evaluations help the coordinator to decide if the course will be offered in the future, or if the course may need a different, more effective instructor.

In planning the quarterly schedule, the coordinator receives suggestions and ideas from the Advisory Committee members. In addition, there is a statement on the Education for Life/Workforce Training schedule mailed to each Clatsop County resident that asks people to call the coordinator if they would like to see a particular course offered, or if they would like to teach a course, so very often people in the community call to offer their ideas or expertise as an instructor for a course. In other situations, the coordinator can call people who are known to have knowledge of a subject matter to teach a course.

The course schedule is planned approximately 3 to 4 months in advance. The classes and instructors are arranged by the coordinator through having the instructor complete an outline with the course description and outcomes that is then sent to and approved by the Curriculum Department according to Oregon State standards. The coordinator works closely with various business partnerships throughout the community such as Columbia Memorial Hospital, Providence Hospital, The Seafood Consumer Center, The Fiber Arts Academy, Seaside and Astoria Law Enforcement Agencies, the Astoria/Clatsop County Park and Recreation Department and others to plan classes for local residents in the area. The program also works with area Chambers of Commerce to present information regarding Education for Life/Workforce Training opportunities. Advertisement is often done by mailing flyers to local businesses, local newspaper ads, radio public service announcements,

The ENCORE class schedule is planned two months in advance by the volunteer members of that organization, but approval must be done through the same process as the Education for Life/Workforce Training classes and are managed by the coordinator who also serves as the College liaison to the ENCORE Board of Directors.

The coordinator of the Community Outreach classes will continue to offer interesting and challenging classes to the residents of Clatsop County and Clatskanie/Rainier and increase class offerings by 2% and continue to grow the numbers of student enrollment overall. The program

continues to refine data collection through specific reporting queries and charts in order to be more strategic and efficient in planning classes for maximum enrollment from local residents.

Instructional Service: Education4Life: Offering the community life-long learning opportunities through community education, customized training, and the senior program ENCORE.			
Objectives:	Indicators:	Results:	Recommended Actions:
Objective A: Provide facilities and funding for community outreach.	A2: 20% of community outreach courses are offered at locations south of Warrenton.	<p>A2: In 2009-2010, the college offered 253 classes over 4 quarters. The total enrollment was 3,737 students. Of the classes offered, 50 were held in Seaside, the South County Campus, Warrenton and Cannon Beach for a total of 20% of classes held south of Warrenton.</p> <p>So far, during the 2010-2011 year, the college offered 116 classes in two quarters. The total enrollment to date is 1347 students. Of the classes offered, 32 were held in Seaside, the South County Campus and Cannon Beach for a total of 27% of classes held south of Warrenton.</p>	A2: The coordinator of the Community Outreach classes will continue to create new classes and provide a 2% increase in the number of classes currently offered for the residents located south of Warrenton.
	A3: 10% of community outreach courses are offered at locations east of Astoria.	<p>A3: In 2009-2010, the college offered 5 classes east of Astoria in Westport, Clatskanie and Rainier which was 2% of the total classes offered.</p> <p>In 2010-2011, so far, the college offered a total of 8 classes east of Astoria in Westport, Clatskanie and Rainier, which is 6% of the total classes offered through the Community Education program.</p>	A3: The coordinator will spend more time creating, promoting and providing additional classes in the areas of Westport, Clatskanie and Rainier and increase the total number of classes offered by 2%.
Objective B: Provide courses which address community needs.	B2: 80% of "community outreach" courses draw enough enrollment to make the course viable.	<p>B2: Of the 253 classes offered during the 2009-2010 academic year, 33 classes were canceled due to low student enrollment. The total percentage of classes that were viable (those classes having 6 or more students) was 87% of the classes offered.</p> <p>So far, of the 116 classes offered during the two quarters of 2010-2011, 20 classes were canceled due to low student enrollment. The total percentage of</p>	B2: The coordinator will continue to offer interesting and challenging courses to entice more students to classes offered each quarter to increase student enrollment by 2%.

Instructional Service: Education4Life: Offering the community life-long learning opportunities through community education, customized training, and the senior program ENCORE.			
Objectives:	Indicators:	Results:	Recommended Actions:
		classes that were viable (those classes having 6 or more students) was 83% of the classes offered.	

Small Business Development Center (SBDC) Services

Assessment:

Performance and Impact Metrics for 2009 and 2010:

- Over 200 businesses assisted with one-on-one counseling totaling 880 service hours.
- Over 40 new jobs created and another 16 existing jobs retained.
- 17 business starts
- Over three million dollars of capital formation
- Crews from five local contractors trained in providing weatherization services.

17 business seminars provided with over 250 attendees

Small Business Management (SBM) Services

Assessment:

The nature of the services provided by SBM is highly individualized meaning assessments are likewise individualized to the small business owner/partnership enrolled. However, there are general assessment measures to assess the effectiveness of the SBM services. These are included in the table below.

Instructional Service: Small Business Management: These services help business owners and partnership (both independent individuals and families) improve the effectiveness of their business operation and enable them to reach their business goals.			
Objectives:	Indicators:	Findings:	Improvements:
C1. Businesses participating in the SBM services through the College will remain in business.	C1. Failure rate of businesses participating in the SBM services will be 20% lower than the average business failure rate in the local service communities.	C1. Longitudinal study of business failure rates in the local community compared to the 60 businesses who have participated in the SBM services through the College since 2004 show a 3.3% failure rate of closure for the SBM-enrolled businesses. This is more than 90% lower than the average business failure rate in the local service communities during the same period of time (~50% failure rate).	C1. The SBM services clearly have surpassed this indicator of success. Continuing to make these services available through the College appears to be assisting local businesses to survive difficult economic times and stay in business.

Instructional Service:		Small Business Management: These services help business owners and partnership (both independent individuals and families) improve the effectiveness of their business operation and enable them to reach their business goals.	
Objectives:	Indicators:	Findings:	Improvements:
C2. SBM-enrolled businesses demonstrate satisfaction in the services.	<p>C2.1 Satisfaction survey results from businesses enrolled in SBM services share aggregate score of 3 or higher on Likert 5-point scale.</p> <p>C2.2 20% of alumni participation by businesses extends total involvement beyond 5 years in SBM services.</p>	<p>C2.1 Surveys consistently rate the program favorably.</p> <p>C2.2 52% of businesses currently enrolled in SBM services are alumni. Number involved 5+ years is 13, or 21.67%.</p>	<p>C2.1 Program content is modified based on evaluation feedback. Future classes will be more responsive to the current fiscal limitations available for the operation of these services.</p> <p>C2.2 Success indicators met. However, SBM services will continue to be sensitive to the cost-benefit factors for local small business participation.</p>

Based on the formative and summative assessments conducted with the businesses enrolled in SBM services, the Program has been improved over the years. For example:

- Class content has changed as a result of surveys and evaluations. The faculty member regularly updates material covered incorporating new tools and methods of successful business conduct.
- Recently the SBM services began issuing notebooks so businesses enrolled could collect handouts and homework materials in Porter's five sections [Leadership, Finance, Marketing, Operations, and Human Resources]. These materials have become more accessible for businesses by creating their own business operations manual.
- Business software has been regularly updated.

CHAPTER FIVE: Mission Fulfillment, Adaptation and Sustainability

Clatsop Community College has an evolving and increasingly engaging process for participatory assessment of the College's continuous quality improvement efforts. The College community, especially amongst the full-time Faculty and instructional leadership, has turned a corner in understanding that assessment and iterative measurement of our "labors in the knowledge and skill vineyards" never ends. Including the internal stakeholders comprised of students, staff, faculty, administrators, and Board members, as well as the College's various external partners in the communities the College serves, make assessments more meaningful and increases everyone's understanding as the College "ploughs, plants, cultivates, prunes, and harvests our fields" of study and disciplines alongside our students. As the cycle is completed the next iteration begins. The College has learned that the iterative process, coupled with the scientific premise of the ability to replicate our results in assessment to ensure significance in meaning and accuracy in application to our systems of teaching and learning, increases our capacity to measure the success in fulfilling the College's mission.

Mission Fulfillment

The College's mission is: "It is our purpose to build an educational community that provides open access to high quality learning opportunities for the people of our region, and preparing them for full and productive participation in a dynamic world." When the College considers whether our mission is fulfilled at any given time, the focus turns to the following six purposes:

1. Learner Centered
2. Comprehensive
3. Accountable for Student Learning
4. Community Focused
5. Quality Employer
6. Sustainable ("Here for Our Future")

The College utilizes both external and internal measures of achievements towards fulfilling our mission, including standardized assessments like SENSE and CCSSE, licensure standards, and third-party assessments of our efforts (e.g., financial audit, grant funding reports and site visits, state and Federal government reporting requirements and compliance reviews, etc.).

Additional external stakeholders are surveyed for their input. Constituents are sought for their feedback. Community members are involved in program advisory committees, and the College Board regularly holds meetings in different communities within the county to encourage community participation. The College distributes an annual "Report to the Community" (See "Clatsop Community College Report to the Community 2009-2010" in Accreditation Resources).

Internally, there are regular meetings held with both Faculty (full-time and adjunct) union leaders and the leadership of the Classified staff union to discuss budgetary issues and concerns that impact the College's ability to fulfill its mission. Students regularly participate in open forums. The instructional division meets on a monthly basis to share information and to reflect on our practices; annually the division meets at the end of the year to share active instructional research

efforts by faculty members and celebrate our accomplishments with an end-of-year barbecue. The mixture of research and food has been quite successful!

Additional internal reflections as a College community includes three major events all employees are expected to attend where mission fulfillment and accomplishments are considered:

1. Fall term all-campus in-service.
2. Winter term all-campus budget and important programmatic update gathering.
3. End-of-the-year employee appreciation event where awards are given for years of service and recognition for exceptional service and/or contribution to the campus and local community.

Mission Fulfillment Measures

At the beginning of this report, the College outlined how it measures mission fulfillment. The chart shared there is repeated below for ease of the reader:

Description	Threshold	Measure	Last Iteration
Credit Instruction Provided by FT Faculty	55%	70%	AY 2009-2010
Institutional Student Faculty Ratio	16:1	14:1	AY 2009-2010
Budgeted Operating Expenses Distribution	Similar Institutions	Instruction, Operations, Student Services	FY 2010
Employee Group Compensation	Similar Institutions	FT Faculty, PT Faculty, Classified, Staff & Supervisory	FY 2010
Tuition Levels	2 nd Lowest Quartile of OR community colleges	Ranked 10 th overall	FY 2011
Communicate effectively through writing, speaking, and imagery	Initial essay assessed in college writing course	Rubric assessed on writing essay final	Repeated since 2005. Improvements tracked thru ISLO assessment.
Solve problems with current and emerging discipline-appropriate technology	Meta-study of program outcomes related to ISLO	Problem solving outcomes identified as met in study	Completed study Fall 2010
Act with integrity	Definition of academic integrity	Rubric assessed on student research papers	Assessed for the first time in Fall 2010
Understand and appreciate diversity	Definition of oppression, comprehension of power and impact on groups of people systemically	Graduation survey with both quantitative and qualitative measures	Survey piloted 2008, revised 2009 and 2010 graduations. Program changes embedded cultural competency in 2010; increased diversity education Spring 2010.
Work competently through knowledge of content, mastery of skills, and effective work habits	Meta-study of program assessment related to ISLO	Reviewed program assessments of outcomes related to ISLO as met	Completed study, Fall 2010
Work effectively individually, collaboratively, and as a leader	Defined activities in CWE, internships, and clinical	Rubric assessed on supervisor evaluations	Underway, anticipated completion June 2011
Solve problems through critical and creative thinking	Comprehension and application of critical thinking in writing across the curriculum	Rubric developed and applied to student artifacts (both written and visual)	Piloted Spring 2009, revised in Fall 2010.
Demonstrate the skills and tools needed for life-long learning	Contact with graduates to assess ongoing learning	Graduate Survey	Conducted renewed survey January 2011
Campus Culture and Policies	Gap between importance and satisfaction less than 1.0	45% meeting of threshold; three significant changes: reputation of College improving (+), respect growing in community (+), fewer resources for employees to perform their work (-).	CESS Survey used for three straight years to measure campus climate trends Spring 2008-2010
Institutional Goals	Alignment of College goals	No significant changes in goal alignment for campus community.	CESS Survey Spring 2010

Description	Threshold	Measure	Last Iteration
Involvement in Planning and Decision Making	Mean score of 3 (just the right amount of involvement)	45.5% of threshold goal met; no significant change from previous survey year.	CESS Survey Spring 2010
Work Environment	Gap between importance and satisfaction less than 1.0	81.5% of threshold goal met; two significant areas of change (importance and gap decreased for work valued by institution, and for having materials needed to do job)	CESS Survey Spring 2010
Qualitative Assessment – Open Comments	Level of satisfaction with campus climate trends toward the positive	For the second and third years of survey, open-ended comments were both less negative (when negative comments were received, the content was more constructive) and more positive (the number and quality of positive statements) about the campus climate.	CESS Survey Spring 2010

These results are shared with internal and external constituents, as appropriate. For example the campus climate data are shared internally but not actively to external parties; these results directly impact the morale and productivity of the College’s faculty and staff, and not the ways in which the communities served interact with the campus community (though those interactions can be positively or negatively affected based on the perception of the College personnel with whom they interact).

Some of the College’s data collection, analysis, and sharing capacity have been negatively impacted by the loss of the College’s institutional researcher position in Fall 2008. In recognition of the need for this important role on campus to help assess our continuous quality improvement efforts – especially around mission fulfillment – the College is restoring this position in the 2011-2012 Academic Year. Regretfully, multiple other important positions in middle management had to be reduced in order to fund this one position. It is the expectation of the College that with this position restored, access to analysis and synthesis of our mission fulfillment efforts will improve.

Adaptation and Sustainability

The current “decade of depression” in the economy has necessitated that the College constantly assess its ability to meet its mission with the shrinking resources and capacity to accomplish our daily tasks. The College was already lean – cut to the bone; it has been said by our Vice President of Instruction that the College is now being forced to “suck the marrow” from those bones as we must continue to serve the educational needs of the community with less support in our funding. These difficult times do result in us returning again and again to the questions,

1. “How do we continue to fulfill our mission?”
2. “What services will be reassigned, eliminated, or restructured?”
3. “What decisions can we make to retain our capacity potential even as we reduce our resources to a level that threatens our long-term sustainability?”

The answers are never easy. But they keep our focus on what is most important: serving our students and our communities to the best of our ability.

The challenges higher education currently faces also represents an opportunity for the College to utilize our planning, practices, resource allocation process, creative application of institutional capacity, and ongoing assessment of results to ensure the adequacy, alignment, and effectiveness of our mission, resources, and operational functions. Not only have we prioritized our work, we have had to prioritize our priorities in order to make certain we stay on course as an institution.

Throughout this report, the College has shared how we plan our work, implement our work, and assess our work in order to plan our work again. The College is most definitely a “work in progress” but the past 18 months preparing this report and gaining a greater understanding of how our mission, strategic plan, core themes, program review, and institutional learning outcomes assessment, fit together to give us a clearer picture of our effectiveness as an institution of higher education. The College is also developing a clearer sense of how to adapt to the new realities in our local communities so that the College remains sustainable for another 50 years, and more.

The College is poised, even during the dire budgetary situation, to respond to community needs for new programs, enhanced workforce trainings, and more collaborative ways to support and sustain what is of value to the community. Recent examples with Craft Brewing and Gerontology (new programs), maritime training services due to new legislation and the relocation of the National Oceanographic Atmospheric Administration (NOAA) to the central Oregon coast (workforce trainings), and the reopening of a daycare facility and the Seafood Consumer Center (collaboration) are strong indicators of the adaptability the College possesses to remain relevant in the community and sustained as an institution of higher education.

Oregon Coast Community College Mission Fulfillment

OCCC regularly assesses its accomplishments through a variety of methods. Both Colleges participate in the CCSSE and SENSE surveys of student satisfaction and engagement. OCCC and the college monitor each institution’s progress on statewide key performance measures including persistence, GED completions, completion of career and technical degrees and certificates, completion of transfer degrees, licensing and certification rates, transfer rates, high school participation, and minority enrollment.

Both colleges use a wide variety of assessment tools to determine the quality of its programs and progress in achieving mission fulfillment. For example, the career and technical programs at OCCC conduct surveys of graduates, as well as businesses and industries employing its graduates. These programs also receive feedback from their respective advisory committees.

Results of these assessments are shared with OCCC constituents including the faculty, staff, administration, advisory committees, students, and the OCCC Board. Information is disseminated through newsletters, college publications, press releases, and increasingly on OCCC’s website. OCCC also communicates its conclusions regarding mission fulfillment to appropriate constituencies and to the general public. The OCCC Board discusses these items at length in public meetings and solicits feedback from the broader community, in addition to press releases and community presentations.

Oregon Coast Community College Adaptation and Sustainability

OCCC's budget process follows an intentional cycle of assessment, evaluation, input and determination. Although this conversation continues throughout the year within the OCCC campus community and is updated at monthly OCCC Board meetings, the process culminates in the budget committee meetings and the budget hearings.

Concluding Remarks

As the College prepares in Fall 2011 to begin the seven-year accreditation cycle again, there are several initiatives underway that will be incorporated to improve our continuous quality improvement work. Some of these include:

- Enhance the College Board's involvement in mission fulfillment assessment to support their opportunities to share this information with the broader community they represent.
- Continue the merging of our assessment, evaluation, and continuous quality improvement efforts to create a more comprehensive understanding of how all operations at the College fit together to serve the students and local community.
- Core Theme 1: Foundational Skills – more experience with the Foundations Institute being piloted this Spring 2011 will enrich and enhance the College's performance in reaching students who need some skills before enrolling in college-level coursework. Also, the First Year Experience program being launched Fall 2011 is intended to improve students' first contact experiences at the College. This program also represents how the Core Themes cross-over functional areas; the chances for success in the First Year Experience for students will come from the combination of the efforts of both instruction faculty and staff, and student services staff in making this new program a reality.
- Core Theme 2: Transfer – additional opportunities to assess how well the College prepares students for transfer success will be a central question for this core theme. Increased articulation agreements, and more regular contact with four-year institutions students from the College typically transfer to will help enhance our success. Once again, this work will not solely reside with instruction; staff from all operational areas will be able to make their impact felt as students make a successful transition from Clatsop Community College to the four-year college or university of their choice.
- Core Theme 3: Workforce – team members working on this core theme are very interested in incorporating regular synthesis of the program results in preparing workforce students for jobs, helping them secure employment in their field, and encouraging them to return for additional training as needed.
- Core Theme 4: Community Outreach – so much of what the College does can be considered outreach. More emphasis on all operational areas in this core theme will help ensure that the community is better served by its community college “on the hill” in Astoria, OR.

**Clatsop Community College
GRADING SYSTEM**

Grades for academic work at Clatsop Community College is based on the following guidelines (grade point value is also indicated):

A - Excellent (4.0):

1. Scores superior on examinations and/or assignments;
2. Shows independent thinking in terms of the subject matter of the course;
3. Shows a grasp of the relationship among various parts of the subject;
4. Asks questions which are appropriate and which stimulate relevant discussion by the instructor and/or students;
5. Complies with the stated performance regulations of the instructor.

B - Commendable (3.0):

1. Scores above average on examinations and/or assignments;
2. Presents sound ideas on subject matter of the course;
3. Shows a grasp of the general organization of the subject matter;
4. Asks appropriate questions which clarify the presentation of the subject;
5. Complies with the stated performance regulations of the instructor.

C - Satisfactory (2.0):

1. Scores average on examinations and does average work on assignments;
2. Presents evidence of grasping the subject matter of the course;
3. Asks relevant questions;
4. Complies with the stated performance regulations of the instructor.

D - Minimal (1.0):

1. Scores below average on examinations; completes assignments at below average level or fails to complete them;
2. May follow the course of discussion by others but contributes little;
3. Shows some grasp of portions of the subject matter but little grasp of the over-all picture;
4. Complies with the stated performance regulations of the instructor.

F - Unacceptable (0.0):

1. Scores unsatisfactory on examinations; completes assignments at an unsatisfactory level or fails to complete them;
2. Shows little or no grasp of the subject matter;
3. Does not comply with the stated performance regulations of the instructor.

NC - No Credit (0.0): A designation used for a student who does not do passing work in a Pass/No Credit class. The designation can also be utilized when a student has not attended, or attended but not completed any work that can be evaluated in a credit class or workshop that does not follow the traditional academic term.

I – Incomplete (0.0): At the request of the student, an instructor may award an incomplete if at least 70 percent of the course work has been completed and the student demonstrates intent to finish the required work. An instructor will provide the student with a statement describing work needed to complete the course and a copy of such statement will be maintained in the Registrar's office through the SeaNet grading system.

An incomplete does not imply an offer of tuition-free re-enrollment in the class. Students will be allowed a maximum of one academic term to correct deficiencies noted on the statement of incomplete status. Incompletes received for spring term may be corrected during fall term of the following academic year. Under extenuating circumstances as approved by the Vice President of Instruction, students will be allowed an extension beyond the deadline noted above for finishing an incomplete. Incompletes are temporary notations. If courses are not completed, an instructor-designated grade will be issued.

W - Withdrawal (N/A): A student-initiated withdrawal.

Z - Failing, Did Not Complete Course (0.0): Student did not attend or participate in the course enough to demonstrate any level of performance and failed to complete a student-initiated withdrawal.

P - Pass (N/A): A student earns credit for a course which is graded on a Pass/No Credit basis. Students may apply a maximum of 24 credits of "pass" grades toward a degree.

SP – Satisfactory Progress (N/A): Student has made appropriate progress toward course skill outcomes in a course for which well-defined skill progress standards are established. This grade is available only in courses so designated. This grade denotes progress sufficient to qualify for financial aid, but is not included in the computation of the GPA. The student must re-enroll in the course in a subsequent term to earn a letter grade (A, B, C, D, F) and for the course to qualify as a prerequisite for enrollment in courses requiring mastery of skill outcomes.

Aud- Audit (N/A): Students who do not wish credit for a course may register for audit. The following conditions apply to course audits:

1. Some courses may not allow auditors.
2. Instructors accepting auditors may expect those students to meet some or all of the same course requirements as credit seeking students. These requirements will be made clear on the course syllabus or by instructor.
3. An audit does not satisfy requirements for entry into courses where prerequisites are specific. For example, auditing Writing 121 will not satisfy the prerequisite for Writing 122.
4. Audited courses do not meet requirements for enrollment status required for Veterans, Social Security benefits, or Financial Aid. For example, a student needs twelve credits to

be a full-time financial aid student, none of the twelve credits can have an audit status. Students should be aware that scholarships or funding from outside agency sources may be adversely affected by auditing a course.

5. Registration, tuition and fees are the same as for credit courses.
6. Changing from audit to credit requires instructor approval.
7. Changing from audit to credit or from credit to audit must be completed by the end of the 7th week of the academic quarter except for summer quarter, where changes must be completed by the end of the 5th week.

END OF PROCEDURE

**Clatsop Community College
Strategic Plan 2001-04**

Initiative 1 - INSTRUCTION/STUDENTS

Ensure that the College maintains high quality instructional programs that meet current and emerging student needs through a systematic planning and educational outcomes assessment process that assures continuous accountability and quality.

- 1.1 Serve more identified student needs.
- 1.2 Create and implement outcomes assessment plan for each instructional program that visibly shapes the program and its services to students as reflected in the College's strategic plan.
- 1.3 Create and implement outcomes assessment plan for each support department that visibly shapes the program and its services to students as reflected in the College's strategic plan.
- 1.4 Increase student achievement of positive outcomes.
- 1.5 Promote innovative instructional techniques which effectively engage students in the teaching/learning process.
- 1.6 Maintain high levels of instructional quality.
- 1.7 Develop student follow-up system.
- 1.8 Implement student follow-up system.

Initiative 2 - COMMUNITY

Provide direction and resources to enhance community enrichment and growth.

- 2.1 Assist annually in economic development through education and training.
- 2.2 Annually identify, evaluate, and meet community-wide educational needs.
- 2.3 Actively participate in the education aspects of the Lewis and Clark Bicentennial.
- 2.4 Create and implement outcomes assessment for how well, and in what manner, the college meets its mission and goals.

Initiative 3 – FINANCIAL HEALTH

Foster institutional and financial health through multi-year strategic planning.

- 3.1 Develop 2001-04 financial plan.
- 3.2 Reduce FY02 expenditures by \$100K (restore 7% ending fund balance).
- 3.3 Build future budgets to maintain 7% ending fund balance.
- 3.4 Create and use a strategic reserve fund (in excess of 7% ending fund balance to implement critical strategic needs).
- 3.5 Identify and implement operational efficiencies.
- 3.6 Increase FTE by 33% by 2006 (for a total of 2000 FTE).

Initiative 4 – PRODUCTIVE INNOVATION

Promote productive innovation in program development and in strategic plan implementation.

- 4.1 Identify potential new degree or certificate programs appropriate to the College's mission.

- 4.2 Promote annually effective innovation and entrepreneurship in development and implementation of strategic planning.

Initiative 5 – TECHNOLOGY

Embrace and incorporate the use of appropriate technology throughout the institution.

- 5.1 Embrace and incorporate the use of appropriate technology in instruction, student support and operations.
- 5.2 Examine costs and benefits of on-line registration.
- 5.3 Examine costs and benefits of degree audit system.

Initiative 6 – FACILITIES

Continue a plan of facilities replacement and renovation to ensure access, educational effectiveness, safety and code compliance.

- 6.1 Comply with accreditation facilities requirements.
- 6.2 Move into selected new facilities by 2005.
- 6.3 Complete the development of MERTS Phase III (Living Machine), progress toward development of MERTS Phase IV (Marine Fire School), and progress towards acquisition of MERTS property.

Initiative 7 – STAKEHOLDER ENGAGEMENT AND COMMUNICATION

Promote appropriate stakeholder engagement.

- 7.1 Ensure the full involvement of stakeholders in strategic planning.

Clatsop Community College
Strategic Plan for 2004-05
 5/5/04

INSTRUCTION/STUDENT LEARNING

Ensure that the College maintains high quality instructional programs that meet current and emerging student needs

- 1.1 Increase effectiveness of teaching through application and utilization of educational outcomes assessment resources
 - 1.1.1 Develop objective measurement of student outcomes for all AAS, Certificate, and Core Components of AA/AS
 - 1.1.2 Application of outcomes measurement in program and faculty evaluations
- 1.2 Increase access and effectiveness of teaching through systematic review and enhancement of course offerings, scheduling, and use of technology
 - 1.2.1 Level out seat availability over the whole weekly academic schedule
 - 1.2.1.1 Capacity should exceed registration by not less than 10% and not more than 25%
 - 1.2.1.2 Capacity should not exceed that which available parking spaces can support
 - 1.2.2 Increase student satisfaction with course availability to a level consistent with or better than the national comparison group as measured by the Noel-Levitz Student Satisfaction Inventory
 - 1.2.2.1 On the Fall 2002 Noel-Levitz survey the mean satisfaction difference between importance and satisfaction for the statement “Classes are scheduled at times that are convenient for me” was a -0.22*_indicating that Clatsop’s students were less satisfied with our performance in this area than the national comparison group
 - 1.2.3 Develop and offer one additional online course in each academic area
 - 1.2.4 Develop and implement a standard / predictable course schedule that allows students to plan one year in advance
- 1.3 Develop and renew partnerships that will enhance our ability and opportunity to deliver quality and accessible education to our community
 - 1.3.1 Establish “dual enrollment/admission” or other articulation with WOU, PSU, and/or OSU that provides for “seamless transfer” from CCC to one or more regional 4-year colleges
 - 1.3.2 Establish articulation that provides for a complete Elementary Education degree here in Clatsop County with Concordia University, WOU, or other 4-year college
 - 1.3.3 Work with area school districts to establish high school-to-college course and program coordination that mitigates gaps and provides appropriate progression in the educational pathways for students
- 1.4 Develop and/or reaffirm connection between community and curriculum, utilizing visible and effective advisory boards for all curricular areas and resulting in on-going curricular development that is responsive to community needs and interests

STUDENTS

Ensure continued access to educational opportunities for all prospective students by increasing enrollment to levels needed to maximize course offerings and sustain the level of instruction and support services needed to help them achieve success.

- 2.1 Achieve a 25% increase over 2002-03 student FTE enrollment by the end of the 2005-06 academic year
 - 2.1.1 This increase is necessary to maintain the current level of staffing
 - 2.1.2 2002-03 student FTE was 1542, making a target FTE of 1927
- 2.2 Achieve a 20% average penetration among all college-aged age categories for Clatsop County
 - 2.2.1 2002-03 penetration among Clatsop County residents 15-85 years old was 17.2%
- 2.3 Achieve a 25% average penetration among graduating seniors for Clatsop County school districts
 - 2.3.1 2002-03 penetration among Clatsop County high school graduates was 19.3%
- 2.4 Achieve and maintain a Fall-to-Fall retention rate for 1st time full-time freshmen of 60%
 - 2.4.1 CCC retention rate
 - 2.4.1.1 For 2002 cohort was 49.3%
 - 2.4.1.2 For 2001 cohort was 58.7%
 - 2.4.2 National retention rate is 47.2%

COMMUNITY

Provide direction and resources to enhance productive collaboration with the Clatsop County community.

- 3.1 Develop and renew partnerships that will engage the college in active workforce and economic development in Clatsop County (Note: educational and economic opportunity must be developed in tandem for them to be effective in bettering the lives of our students)
- 3.2 Develop and implement a plan to enhance community-wide cultural enrichment.
 - 3.2.1 Assist organized community arts groups to carry out completed county-wide cultural assessments
 - 3.2.2 Advocate for the growth of local cultural development activities as they relate to economic development in our region
 - 3.2.3 Provide a limited number of performance events that enhance College academic department programs and diversity.
- 3.3 Develop & Implement new College Relations and Marketing initiatives that will result in a greater public awareness and appreciation of the educational opportunities provided by the college.
 - 3.3.1 Coordinate College-wide program/event advertising support
 - 3.3.1.1 Develop annual advertising/recruiting plan and calendar
 - 3.3.1.2 Allocate resources to implement advertising/recruiting plan
 - 3.3.2 Develop and implement over-arching marketing themes and strategies for college communications and publications
 - 3.3.2.1 Focus on educational quality, opportunities, individual & institutional success, challenges, and opportunities for improvement
 - 3.3.2.2 Allocate resources to be able to implement strategies, produce improved and new publications

RESOURCES

Manage Fiscal, Human, and Facilities resources in a manner that maximizes their effective and efficient support of the college's educational programs

- 4.1 Fiscal
 - 4.1.1 Develop and maintain rolling three-year financial planning
 - 4.1.2 Build budgets that include a minimum \$100,000 "Contingency Reserve" in order to achieve and maintain a fund balance equal to 15% of total annual revenues
- 4.2 Personnel
 - 4.2.1 Achieve and maintain a 15-to-1 over-all institutional average student-to-faculty ratio
 - 4.2.1.1 Current CCC ratio is 12-to-1
 - 4.2.1.2 Oregon CC ratio is approximately 15-to-1
 - 4.2.1.3 National CC ratio is 18-to-1
 - 4.2.2 Develop and maintain compensation systems that attract and retain quality faculty and staff
- 4.3 Facilities
 - 4.3.1 Establish and implement a plan for the development of campus facilities that conform to current building codes and are able to meet the needs of our students today and for the foreseeable future.
 - 4.3.2 Identify future campus site by January 1, 2005
 - 4.3.3 Complete and submit acceptable NWCCU Facilities Progress Report on or before due date of April 2005.

CONTINUOUS PLANNING

Establish a program for engaging the college in effective and ongoing Strategic Planning

- 5.1 Develop a Strategic Plan that identifies and prioritizes college initiatives
- 5.2 Develop and implement a process for updating and maintaining currency of the Strategic Plan
- 5.3 Develop and implement a process for engaging the college community in planning as an ongoing activity

**Clatsop Community College
Strategic Plan for 2005-06
Board Approved 6/23/05**

Being Student Learner Centered

- provide a student-centered learning environment
- help students develop a sense of responsibility to self and society
- maintain our open admission policy with equal educational access and opportunity.

1. Increase course/section availability to students
 - a. Student satisfaction with course availability is to be better than the national average, as measured by the Noel-Levitz Student Satisfaction Inventory
 - b. Student satisfaction with course availability is to be better than prior reports of satisfaction, as measured by the Noel-Levitz Student Satisfaction Inventory
 - i. On the Fall 2004 Noel-Levitz survey the mean satisfaction difference between importance and satisfaction for the statement “Classes are scheduled at times that are convenient for me” was a -0.30, indicating that Clatsop’s students were less satisfied with our performance in this area than the national comparison group.
 - c. Level out seat availability
 - i. Capacity should exceed registration by not less than 10% and not more than 25%
 - ii. Set and maintain seats-per-hour limit @ 400
2. Achieve and maintain a Fall-to-Fall retention rate for 1st time full-time freshmen of 60%
 - a. The College retention rate
 - i. For 2001 cohort was 58.7%
 - ii. For 2002 cohort was 49.3%
 - iii. For 2003 cohort was 46.15%
 - b. National retention rate is 47.2%
3. Develop and implement plan to index institutional funding for financial aid to tuition
4. Improve advisor knowledge regarding transfer requirements of other schools to which our students wish to transfer
 - a. Student satisfaction with advisor knowledge is to be better than the national average, as measured by the Noel-Levitz Student Satisfaction Inventory
 - i. On the 2004, Noel-Levitz Student Satisfaction Survey, the gap between importance to students and their satisfaction with the service was 1.24; a decline in satisfaction from 2002, of 1.13. Gaps over 1.0 in importance and satisfaction are targets for improvement.
5. Enhance learning opportunities for students through ongoing technology planning and implementation
 - a. Review and update annual/multi-year technology plan
 - b. Develop and offer one additional online course in each academic area
 - i. The primary purpose of on-line instruction at the College is to provide current and potential students from Clatsop County greater access and choice in

teaching/learning delivery methods and course availability. A secondary purpose is to extend educational services beyond the current geographical service area.

- ii. Proposed On-line offerings
 1. BA 206 Management Fundamentals
 2. BA 250 Small Business Management
 3. BI 121 Basic Human Anatomy & Physiology I
 4. HPE 295 Health and Fitness
 5. HST 245 Lewis & Clark Course of Discovery
 6. MTH 111 College Algebra
 7. PSY 201 General Psychology

Being a Comprehensive Community College

- provide lower division transfer courses
- provide a variety of professional technical courses & programs
- provide developmental & remedial assistance
- provide an extended learning program

1. Develop and renew partnerships to deliver quality and accessible education to our community
 - a. Establish “dual enrollment/admission” or other articulation with PSU and other OUS institutions so as to provides for “seamless transfer”
 - b. Work with area school districts to establish high school-to-college course and program coordination that mitigates gaps and provides appropriate progression in the educational pathways for students
2. Develop and implement by Fall 2006 a program and course/section schedule that allows students to plan their coursework one year in advance
 - a. Develop and utilize a standard 2-year course-section template that accomplishes:
 - i. Non-conflict of core AA/AS/AAOT degree requirements
 - ii. Program completions w/in two years
 - iii. Evening completion w/in four years
 - iv. Appropriate sequencing for sequence-sensitive programs (nursing and pre-nursing requirements, etc)
3. Increase effectiveness of teaching through application and utilization of educational outcomes assessment resources
 - a. Implement student outcomes and assessment measures for all AA-OT, AS-OT Business, Associate General Studies, AAS and Certificate degrees
 - b. Incorporate outcomes measurement in program and faculty evaluations
4. Develop and implement a small business marketing plan to create greater awareness of our presence and mission and to penetrate and support the regional business community
 - a. Develop at least 5 new training / client relationships to facilitate the generation of additional FTE and/or grant money requests
 - a. Develop 3 new partnerships to bring specialized training to coastal region
 - b. Increase internal marketing to the College campus staff and faculty for course delivery or referrals
 - c. Facilitate a greater utilization of center with GED and ESL cohort and K-12 system
5. Develop and implement a plan to enhance community-wide cultural enrichment.

- a. Assist organized community arts groups to carry out completed county-wide cultural assessments
- b. Advocate for the growth of local cultural development activities as they relate to economic development in our region
- c. Provide a limited number of performance events that enhance College academic department programs and diversity

Being a Productive Member of Our Community

- foster positive and productive relationships in order to develop and improve College programs
- participate in the activities of community-based organizations
- encourage public input
- promote and maintain a commitment to the concept of the College as both cultural and educational center for the community

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2. Continuously improve institutional communication and public relations initiatives that result in broad-based support for and engagement with the College.
 - a. Develop and implement annual sequence of activities and publications that increase public awareness about learning opportunities and community benefits provided by the College. In addition to generating broad-based general support for the College, public relations activities will support preparation for a local bond measure in November 2006.
 - i. *Conversation Series* in Cannon Beach, Seaside, Warrenton, Astoria, and Knappa.
 - ii. Develop Clatsop Community College Annual Report, to be issued annually.
 - iii. Analyze public relations benefits of *Astoria Education Gazette*, and repeat or expand if appropriate
 - iv. Continue to improve content of press releases, print advertising, radio spots, etc. to increase public awareness of the learning opportunities and community benefits provided by the College.
 - b. Convene an interdepartmental team to develop, analyze, and coordinate college-wide marketing efforts in support of the College's strategic objectives, with a particular focus on enrollment objectives.
 - c. Develop and implement a style guide for all College publications that results in greater thematic and visual consistency.
 - d. Develop and implement plan for continuous updating/improvement of College's website.
 - e. Identify and develop opportunities for College/Foundation marketing collaboration to increase public and private support for the College.

Being a Quality Employer

- attract and retain the best qualified faculty and staff
- provide a congenial, cooperative atmosphere, and programs which promote employee job satisfaction, performance, and advancement
- maintain a firm commitment to affirmative action and equal opportunity

nd

part-time temporary employee pools (completion 06-07)

2. Develop and maintain compensation systems that attract and retain quality faculty and staff
 - a. Develop and implement a process for reviewing service/supervisory salaries
 - b. Identify and make progress toward PT faculty salary target
3. Develop and implement Employee On-line and HR/PY systems (completion 05-06)
 - a. Develop and implement Position Control modules
4. Prepare for and complete negotiations with full-time faculty
5. Develop and implement staff development opportunities that respond to the professional development needs and interests of all our employees
 - a. Provide management/supervisory training
 - b. Complete customer service training

Being Here for Our Future

- continuously review the educational and facilities needs of the College
- continue student recruitment and long range planning processes
- ensure the public's trust by effectively managing the resources of the College
- adapt our programs to educational and technological advancements

2. Prepare for NWCCU Interim Accreditation Visit in Spring 2006
 - a. Prepare written report responding to all recommendations made during the 2001 visit.
 - b. Timeline
 - i. Fall 2005 – identify individuals responsible for writing current status of recommendations made in 2001
 - ii. January 2006 – provide copies to PC
 - iii. February 2006 – provide copies to Board
 - iv. March 2006 – submit report
 - v. April 2006 – host focused interim visit
3. Update and implement student recruitment and marketing plans designed to achieve the enrollment targets of the college.
 - a. Achieve a 25% increase over 2002-03 student reimbursable FTE enrollment by the end of the 2007-08 academic year
 - i. This increase is necessary to maintain the current level of staffing
 - ii. 2002-03 student reimbursable FTE was 1524, resulting in a target FTE of 1905
 - iii. 2003-04 reimbursable FTE was 1373
 - b. Achieve shorter term target of 1455 reimbursable FTE by 2005-06 in order to maintain current share of state funding
 - c. Achieve a 20% average penetration among all college-aged age categories for Clatsop County
 - i. 2002-03 penetration among Clatsop County residents 15-85 years old was 17.2%
 - ii. 2003-04 penetration among Clatsop County residents 15-85 years old was 14.3%
 - d. Achieve a 25% average penetration among graduating seniors for Clatsop County school districts
 - i. 2002-03 penetration among Clatsop County high school graduates was 19.3%
 - ii. 2003-04 penetration among Clatsop County high school graduates was 18.9%
4. Develop and maintain effective budget planning
 - a. Develop and maintain rolling three-year budget models

- b. Build budgets that include a minimum \$100,000 “Contingency Reserve” in order to achieve and maintain a fund balance equal to 15% of total annual revenues
- c. Develop course and program fees to support supply, equipment, and equipment replacement needs specific to each program
- 5. Move toward a 15-to-1 over-all institutional average student-to-faculty ratio
 - a. Develop a reliable mechanism for measuring Std/Fac Ratio
 - b. Current College ratio is approximately 11.5-to-1
 - c. Oregon CC ratio is approximately 15-to-1
 - d. National CC ratio is 18-to-1
- 6. Develop a variety of effective and sustainable recommendations for reducing our cost per student FTE to the State average
 - a. Utilize “Calculating Cost per FTE” formula
 - i. Variables to be considered
 - 1. Indirect/Operating Expense
 - 2. Compensation Levels
 - 3. Full-time / Part-time Faculty Ratio
 - 4. Student / Faculty Ratio
 - b. Utilize representative task group
 - c. Reporting deadline Nov 1, 2005
- 7. Develop campus facilities that conform to current building codes and are able to meet the needs of our students today and for the foreseeable future.
 - a. Immediate goal is to provide accessible student services by September 2006 in order to comply with ODE/OCR
 - b. Develop plans for a new campus that will enable us to continue to provide the people of Clatsop County with quality post secondary educational opportunity for the next 50 years and beyond
 - c. Prepare for Local Bond Measure in November 2006
- 8. Convene steering committee for College’s 50th Anniversary which will occur in 2008.
- 9. Establish a program for engaging the college in effective and ongoing Strategic Planning
 - a. Develop a Strategic Plan that identifies and prioritizes college initiatives
 - b. Develop and implement a process for updating and maintaining currency of the Strategic Plan
 - c. Develop and implement a process for engaging the college community in planning as an ongoing activity

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Strategic Plan 2005-06 4-5-05

**Clatsop Community College
Strategic Plan for 2006-07
Board Approved 7-11-06**

I. Being Learner Centered

- **Providing a student-centered learning environment**
 - **Maintaining our open admission policy with equal educational access and opportunity**
 - **Being learners ourselves, maintaining currency and creativity in both the content and delivery of our educational programs**
1. Increase course/section availability to students
 - a. Student satisfaction with course availability is to be better than the national average, as measured by the Noel-Levitz Student Satisfaction Inventory
 - b. Student satisfaction with course availability is to be better than prior reports of satisfaction, as measured by the Noel-Levitz Student Satisfaction Inventory
 - i. On the Fall 2004 Noel-Levitz survey the mean satisfaction difference between importance and satisfaction for the statement “Classes are scheduled at times that are convenient for me” was a -0.30, indicating that Clatsop’s students were less satisfied with our performance in this area than the national comparison group.
 - c. Assure that seats are available when students need a class
 - i. Scheduled seats-per-hour should exceed registration by not less than 10% and not more than 25%
 - ii. Set and maintain seats-per-hour maximum of 400*
 2. Achieve and maintain a Fall-to-Fall retention rate for 1st time full-time freshmen of 60%
 - a. College retention rate
 - i. For 2002 cohort was 49.3%
 - ii. For 2003 cohort was 46.15%
 - iii. For 2004 cohort is 50.7%
 - b. National retention rate is 47.2%
 3. Achieve and maintain a 3-year 1st time full-time freshman graduation rate of 30%.
 - a. Fall 1999 rate was 21%
 - b. Fall 2000 rate was 20%
 - c. Fall 2001 rate was 25%
 - d. Fall 2002 rate was 17%
 - i. NOTE: Graduation “Rates” are designated by the Fall Term in which the cohort is admitted as a “1st Time, Full-Time Freshman” and indicates the percentage of the students in that cohort who have graduated from Clatsop within 3 academic years.

4. Improve advisor knowledge regarding transfer requirements of other schools to which our students wish to transfer
 - a. Student satisfaction with advisor knowledge is to be better than the national average, as measured by the Noel-Levitz Student Satisfaction Inventory
 - i. On the 2004, Noel-Levitz Student Satisfaction Survey, the gap between importance to students and their satisfaction with the service was 1.24; a decline in satisfaction from 2002, of 1.13. Gaps over 1.0 in importance and satisfaction are targets for improvement.
 - b. Advisors will be trained in providing support for students enrolled in co-admission and articulated programs
5. Enhance learning opportunities for students through ongoing technology planning and implementation
 - a. Review and update annual/multi-year technology plan
 - i. Develop and disseminate annual Technology Fee budget, incorporating both institutional and student input
 - b. Continue to develop online courses in each academic area
 - i. The primary purpose of on-line instruction at the College is to provide current and potential students from Clatsop County greater access and choice in teaching/learning delivery methods and course availability. A secondary purpose is to extend educational services beyond the current geographical service area.
 - c. Provide our students, faculty, and staff with on-line access and support for student information and support services via OASIS (On-Line Admissions and Student Information System) including application/admission, registration, academic record, degree audit, and student accounts information and payment.
 - d. Develop specification for a technologically supported math instructional environment to improve mathematics course completion rates by 10%.

II. Being a Comprehensive Community College

- **Providing lower division transfer courses and programs**
 - **Providing a variety of professional technical courses and programs**
 - **Providing developmental courses and programs, and remedial assistance**
 - **Providing continuous learning opportunities**
1. Develop and renew partnerships to deliver quality and accessible education to our community
 - c. Establish “dual enrollment/co-admission” with other OUS institutions to provide for “seamless transfer”
 - d. Establish program articulation with PSU, OSU, WOU, and other institutions to provide course transfer options for students.
 - e. Continue to establish high school-to-college course and program coordination that mitigates gaps and provides appropriate progression in the educational pathways for students
 2. Develop and implement by Fall 2006 a program and course/section schedule that allows students to plane their coursework a full year in advance

- a. Starting with Summer 2006, employ scheduling matrices and minimize course/section overlaps
 - b. Starting in Spring 2006, prepare and publish course schedule for the following academic year
 - c. Starting in Spring 2006, prepare and publish 3-year schedule for evening classes leading to an AAOT
 - d. Starting with the 2007-08 Catalog, include in course descriptions the terms in which the course will be offered
3. Increase effectiveness of teaching through application and utilization of program outcomes and assessment measures
 - a. Collect data for program outcomes
 - b. Incorporate program outcomes in program and faculty evaluations
 - c. Use of program outcomes assessment data and program evaluation data to change curriculum structure or instructional strategies as indicated. Prepare annual report for each program documenting assessment and use of data results
 - d. Review state-wide General Education outcomes with the College's General Education discipline outcomes
 4. Develop and implement a small business marketing plan to create greater awareness of our presence and mission and to penetrate and support the regional business community
 - a. Develop at least 5 new training / client relationships to facilitate the generation of additional FTE and/or grant money requests
 - b. Develop 3 new partnerships to bring specialized training to coastal region
 - c. Increase internal marketing to the College campus staff and faculty for course delivery or referrals
 - d. Facilitate a greater utilization of South County Center with GED and ESL cohort and K-12 system
 5. Develop and implement a plan to enhance community-wide cultural enrichment.
 - a. Implement a campus Arts & Cultural program utilizing Arts & Ideas Faculty Advisory committee
 - b. Advocate for the growth of local cultural development activities as they relate to economic development in our region
 - c. Provide a limited number of performance events that enhance College academic department programs and diversity

III. Being Accountable for Student Learning

Ensuring that students graduating from Clatsop Community College will have demonstrated the ability to:

- **Communicate effectively through writing, speaking, and imagery**
- **Solve problems with current and emerging discipline-appropriate technology**
- **Act with integrity**
- **Understand and appreciate diversity**
- **Work competently through knowledge of content, mastery of skills, and effective work habits**
- **Work effectively individually, collaboratively, and as a leader**
- **Solve problems through critical and creative thinking**

- **Demonstrate the skills and tools needed for life-long learning**

1. For each degree or certificate program at Clatsop Community College, document inclusion of Institutional Student Learning Outcomes (ISLO's) in program outcomes by June 2007.
 - a. In programs where ISLO's are included in program outcomes, identify and report where in the program each ISLO is assessed by December 2006
 - b. In programs where ISLO's are NOT included in program outcomes, revise program outcomes and obtain advisory committee approval of the revision by June 2007
2. By April 2007 identify the means by which to assess each ISLO and set target levels of performance.
 - a. By June 2007,
 - i. collect initial performance data for each ISLO
 - ii. identify any gap between actual performance and target
 - iii. formulate plan for improving performance to close gaps
 - b. By July 2007, prepare consolidated report of student performance on ISLO's.

IV. Being Community Focused

- **Fostering positive and productive relationships in order to develop and improve College programs**
 - **Participating in the activities of community-based organizations**
 - **Encouraging public input**
 - **Promoting and maintaining the College as both cultural and educational center for the community**
1. Reaffirm connection between community and curriculum, utilizing visible and effective advisory committees for all program/degrees
 - a. Distribute "Role of Advisory Committee" handbook.
 - b. Review current advisory committee membership. Invite new members by October 2006
 2. Develop and publicize the College's Arts & Ideas calendar of events for 2006 – 2007
 - a. Sunday Summer concerts series
 - b. Schedule minimum two benefit events for the PAC
 - c. Target specific audiences to increase awareness of Arts and Ideas events
 3. Seeks opportunities to present Clatsop Community College community based events partnering with established art organizations
 4. Continue partnership with PSU Summer Haystack program
 5. Continue "Conversation" series

V. Being a Quality Employer

- **Attracting and retaining the best qualified faculty and staff**
- **Providing a congenial, cooperative atmosphere, that supports employee participation**

- **Promoting employee job satisfaction, performance, and advancement opportunities**
 - **Maintaining a firm commitment to equal opportunity in pursuit of being a more diverse community**
1. Develop and implement Applicant On-line systems for maintaining part-time faculty and part-time temporary employee pools
 2. Develop and maintain compensation systems that attract and retain quality faculty and staff
 - a. Develop and implement a process for reviewing service/supervisory salaries
 - b. Identify and make progress toward PT faculty salary target
 - c. Develop and implement Employee On-line and HR/PY systems
 3. Develop and implement Position Control modules
 4. Develop and implement staff development opportunities that respond to the professional development needs and interests of all our employees
 - a. Provide management/supervisory training
 - b. Complete customer service training

VI. Being Here for Our Future

- **Continuously reviewing the educational and facilities needs of the College**
 - **Continuously engaging in effective long range planning**
 - **Effectively and efficiently managing the resources of the College in support of our learner-centered educational purposes**
 - **Adapting our programs to educational and technological advancements**
1. Update and implement student recruitment and marketing plans designed to achieve the enrollment targets of the college.
 - a. Achieve a 25% increase over 2002-03 student reimbursable FTE enrollment by the end of the 2007-08 academic year
 - i. This increase is necessary to maintain the current level of staffing
 - ii. 2002-03 student reimbursable FTE was 1524, resulting in a target FTE of 1905
 - iii. 2003-04 reimbursable FTE was 1373
 - iv. 2004-05 reimbursable FTE was 1535
 - b. Achieve shorter term target of 1455 reimbursable FTE by 2005-06 in order to maintain current share of state funding
 - c. Achieve a 20% average penetration among all college-aged age categories for Clatsop County
 - i. 2002-03 penetration among Clatsop County residents 15-85 years old was 17.2%
 - ii. 2003-04 penetration among Clatsop County residents 15-85 years old was 14.3%
 - iii. 2004-05 penetration among Clatsop County residents 15-85 years old was 14.8%
 - b. Achieve a 30% average penetration among graduating seniors for Clatsop County school districts

- i. 2002-03 penetration among Clatsop County high school graduates was 19.3%
 - ii. 2003-04 penetration among Clatsop County high school graduates was 18.9%
 - iii. 2004-05 penetration among Clatsop County high school graduates was 27.2%
- 2. Develop and maintain effective budget planning
 - a. Develop and maintain rolling three-year budget models
 - b. Build budgets that include a minimum \$100,000 “Contingency Reserve” in order to achieve and maintain a fund balance equal to 15% of total annual revenues
 - c. Decrease our dependence on State Timber Revenues in the Operating Budget of the college to no more than \$300K for FY07 and \$250K for FY08
 - d. Develop course and program fees to support supply, equipment, and equipment replacement needs specific to each program
- 3. Develop an integrated and comprehensive model for effective, efficient, and sustainable investment of institutional financial resources, incorporating
 - a. Benchmarks for Full Time / Adjunct Faculty instruction ratios
 - b. Benchmarks for distribution of budgeted operating expenses across standard “Program” areas
 - c. Benchmarks for compensation
 - d. Benchmarks for over-all institutional Student-to-Faculty ratio
 - e. Benchmarks for Tuition
- 4. Develop campus facilities that conform to current building codes and are able to meet the needs of our students today and for the foreseeable future.
 - a. Immediate goal is to provide accessible student services by September 2006 in order to comply with ODE/OCR
 - b. Develop plans for a new campus that will enable us to continue to provide the people of Clatsop County with quality post secondary educational opportunity for the next 50 years and beyond
 - c. Prepare for Local Bond Measure in November 2006
- 5. Convene steering committee for College’s 50th Anniversary which will occur in 2008.
- 6. Develop, implement and continuously improve a college-wide integrated marketing and communication plan to support achievement of the College’s strategic objectives, particularly (but not limited to) those related to student enrollment, program development, public relations, community and cultural engagement, campus/facilities development and fundraising. Provide sufficient resources to sustain integrated marketing and communication planning and implementation as a continuous, strategic activity.
 - a. Convene interdepartmental marketing & communications team by to develop 2006-07 marketing & communication plan based on College’s 2006-07 strategic plan and existing budget.
 - b. By May 1, 2007, evaluate 2006-07 marketing & communications plan, identify strategic marketing resource needs and develop 2007-08 marketing & communications plan and budget.
- 7. Design, develop, implement and provide resources to sustain a college website that is technologically capable of meeting the functionality needs of students, faculty and staff;

provides meaningful public access to college information; complies with applicable guidelines and regulations; and can readily support continuous design and functionality improvement.

- a. Redesign current website to ensure that it is ADA compliant.
 - b. Identify additional website functionality needs and develop plan to address those needs.
8. Establish a program for engaging the college in effective and ongoing Strategic Planning
- d. Develop a Strategic Plan that identifies and prioritizes college initiatives
 - e. Develop and implement a process for updating and maintaining currency of the Strategic Plan
 - f. Develop and implement a process for engaging the college community in planning as an ongoing activity

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**Clatsop Community College
Strategic Goals and Objectives
Board Approved 7/09**

1. Be the primary provider of post-secondary education for the citizens of Clatsop County
 - a. Increase non-traditional student enrollment in reimbursable-FTE instruction
 - b. Increase direct high school enrollment in reimbursable-FTE instruction
 - c. Work with educational and community partners to decrease the percentage of students needing remediation; while increasing the participation in, and effectiveness of, remediation and preparatory coursework for those students who do require it
 - d. Increase the proportion of students who are enrolled in a program
 - e. Increase degree/certificate completion among students who are enrolled in a program
 - f. Increase enrollment in Community and Continuing Education (Life-long Learning) that focuses on community interests and needs
 - g. Develop new programs and/or retool existing programs to directly respond to the educational and work training needs and interests of our community
2. Provide a supportive and productive work and learning environment for employees and students
 - a. Maintain a campus culture that embodies the Core Values we profess
 - b. Maintain a physical campus that attracts students, empowers employees, and encourages learning
 - c. Develop and implement policies and practices that encourage constructive communication and engagement (eliminate those that impede this)
3. Be a primary participant in the development of a strong economic future for Clatsop County
 - a. Provide improved service to business and workforce-related community
 - b. Provide Increased employment and economic opportunity for CCC graduates
4. Increase the role of private investment in the college's resource base
 - a. Develop increased annual and endowment-based financial support
 - b. Define clear roles for and relationship between Foundation and College
 - c. Increase employee support for the College through Foundation giving
 - d. Develop and implement a strategy for sustained effort in grant writing

**Clatsop Community College
Integrity Rubric Items**

	Best=3	Acceptable=2	Minimally Acceptable=1	Unacceptable=0
Students who act with integrity do not manipulate situations or persons to avoid learning, e.g., assignments will represent the students' research and product rather than the results of the efforts of others.	The presentation of the artifact includes description of the influences contributing to the development of the artifact as well as properly formatted attribution of sources of the intellectual property of others directly employed	The presentation of the artifact includes properly formatted attribution of sources of the intellectual property of others directly employed	The presentation of the artifact includes improperly formatted and/or incomplete attribution of sources of the intellectual property of others directly employed	The presentation of the artifact does not include any identification of the influences contributing to the development of the artifact or the context in which it was created

Clatsop Community College
Diversity Survey
Class of 2010

Directions: Please take a few minutes to respond to the five (5) questions below. Some offer a rating scale with an opportunity for comment, and some ask for a written response. Your responses will be kept confidential and only used as an aggregate of all survey responses. Please do not put your name on this survey.

1. Define the term “oppression.”

2. What causes oppression?

3. What have your experiences at Clatsop Community College (CCC) taught you about the concept of oppression?

- | | | | | | |
|---|--------------------|---|---------------|---|-------------------|
| 4. Have your experiences at CCC (classes & other campus contacts) improved your awareness of your own unique identity your, heritage, and background? | Not
at all
1 | 2 | Somewhat
3 | 4 | Very
Much
5 |
|---|--------------------|---|---------------|---|-------------------|
- Comment (e.g. list classes or activities that helped):***

- | | | | | | |
|---|------------------|---|---------|---|------------|
| 5. After attending CCC, how effectively would you say you communicate with all kinds of people? | Ineffective
1 | 2 | OK
3 | 4 | Great
5 |
|---|------------------|---|---------|---|------------|
- Comment:**

Congratulations on completing a certificate and/or degree at Clatsop Community College!

Clatsop Community College Diversity Survey Scoring Rubric

	Demonstrates an Understanding of Oppression	Demonstrates an Emerging Understanding of Oppression	Demonstrates an Faulty Understanding of Oppression	Demonstrates no understanding of Oppression	Score
Q1: Define Oppression	Power inequalities lead to groups of individuals having unequal access to opportunities and resources	Groups of individuals having unequal access to opportunities and resources, but no reference to underlying causes	Individuals having unequal access to opportunities and resources	Assertions that oppression is bad or no germane response	
	3	2	1	0	
Q2: What Causes Oppression?	Identifies dominant power centers within cultures that exercise domination or power over culturally defined inferior groups to that group's detriment	Oppression results from an unequal societal power structure, but does not recognize the undesirable consequences of unequal power	Oppression is a result of isolated, individual behavior rather than culturally or institutionally based phenomena.	Response equates oppression with a victim's feeling or an emotional state.	
	3	2	1	0	
	Demonstrates that the graduate learned his/her role in perpetuating/reducing oppression	Demonstrates that the graduate has identified the effect of oppression on others	Demonstrates that the graduate has identified the effect of oppression on others	Demonstrates that the graduate has identified the effect of oppression on others	
Q3: What Have Your Experiences at Clatsop CC Taught You About the Concept of Oppression?	Describes college experiences that equipped the student to become an effective change agent in distributing power more equitably in cultural institutions.	Describes college experiences illustrating the student has learned from the life experiences of others who are different from themselves.	Describes college experiences where the concept was explained	No indication that the student saw evidence of oppression while attending CCC or was exposed to the concept	
	3	2	1	0	

**Clatsop Community College
Critical Thinking Assessment Rubric**

Student Artifact Identification: _____

Assessment Element	Limited = 1	Emerging = 2	Acceptable = 3	Advanced = 4
Clarity in identifying the Issue (What is the hypothesis?)	Does not clearly identify or define the specific issue(s).	Identifies some main issues, but terms and boundaries aren't clear.	Identifies the main issues clearly.	Identifies the main issues in clear terms with articulated boundaries that lead to answerable questions.
Reliability, Validity, and Relevance of Underlying Assumptions (What evidence explains and supports the hypothesis?)	No real articulation of basic presuppositions.	Some beliefs stated, but seem borrowed, lack accuracy or precision, and/or not germane.	States personally held beliefs that are based on the issue, evidence to support beliefs are accurate and valid.	Articulates a coherent set of personally committed beliefs with compelling supportive evidence that is backed by research, precise, and relevant to the issues.
Depth and Breadth of Analysis (What are the complexities and alternative perspectives involved in the issue?)	Simplistic egocentric view expressed.	Some issue complexity stated and awareness of diverse views, but arguments and evidence weak or disconnected.	Clear expression of issue complexity and acknowledgement of diverse views with contextual evidence.	Shows clear structure of thought re: issue; engages diverse perspectives and demonstrates clear understanding of others' ideas.

Assessment Element	Limited = 1	Emerging = 2	Acceptable = 3	Advanced = 4
Synthesis of Significance (What are the most important data/evidence to integrate together and why?)	Lacks data or connection of evidence, or inarticulate reasoning.	Sometimes confuses evidence with opinion, data not fully evaluated, or inconsistent rationale.	Effectively evaluates data, combines evidence, can explain rationale.	Can distinguish opinions from inference and evidence, fully integrates data into cogent expression, and clearly defends rationale.
Drawing Appropriate Conclusions (What makes the most objective sense and why?)	Few conclusions drawn or appear self-evident; or lacks objectivity or reason.	Conclusions are coherent but not related to broader issues; or lacks fairness; or unable to support conclusions with contextual evidence/data.	States conclusions clearly, fairly, and provides rationale with supportive evidence.	Articulates coherent conclusions related to broad implications of issues based on data and evidence; distinguishes correlation and cause-effect; shows creativity and insight in solutions.
TOTAL				

Revised: 3/3/2010