

Mission Fulfillment and Sustainability Peer-Evaluation Report

Clatsop Community College

Astoria, Oregon

October 21-23, 2019

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

Table of Contents

I.	Evaluation Committee	
II.	Introduction	
III.	Assessment of Self-Evaluation Report and Supporting Materials	1
IV.	Response to Topics Previously Requested by the NWCCU.....	1
V.	Eligibility Requirements.....	1
VI.	Mission, Core Themes, and Expectations.....	2
	a. Standard 1.A Mission.....	2
	b. Standard 1.B. Core Themes.....	2
VII.	Resources and Capacity.....	3
	a. Standard 2.A Governance.....	3
	b. Standard 2.B. Human Resources.....	8
	c. Standard 2.C. Education Resources.....	10
	d. Standard 2.D. Student Support Resources.....	12
	e. Standard 2.E. Library and Information Resources.....	16
	f. Standard 2.F. Financial Resources.....	16
	g. Standard 2.G. Physical and Technological Infrastructure.....	17
VIII.	Planning and Implementation.....	19
	a. Standard 3.A. Institutional Planning.....	19
	b. Standard 3.B. Core Theme Planning.....	20
IX.	Effectiveness and Improvement.....	21
	a. Standard 4.A Assessment.....	21
	b. Standard 4.B. Improvement.....	22
X.	Mission Fulfillment, Adaptation, and Sustainability.....	22
	a. Standard 5.A Mission Fulfillment.....	22
	b. Standard 5.B Adaptation and Sustainability.....	23
XI.	Commendations.....	24
XII.	Recommendations.....	25

Evaluation Committee

Dr. Thomas Keegan, Chair
President
Skagit Valley College

Mr. Walter Hudsick
Vice President of Academic Affairs & Student Learning
Bellingham Technical College

Ms. Margaret Stuart
Business Faculty
Lower Columbia College

Dr. Laura Cailloux
Business & Basic Education Faculty
Skagit Valley College

Mr. Richard DeShields
Dean of Student Engagement/Senior Student Affairs Officer
Miles Community College

Mrs. Linda Schoonmaker
Vice President for Finance & Administration
Big Bend Community College

Introduction

Clatsop Community College (CCC) is a public, two-year educational institution serving northwest Oregon and southwest Washington since 1958. The main campus is located at the mouth of the Columbia River in Astoria, Oregon, while the Marine and Environmental Research and Training Station (MERTS) is located about four miles east of Astoria, and the South County Campus is located in Seaside, Oregon, about 17 miles south of the main campus.

CCC offers associate degrees, one year-certificates, short term-certificates, basic education for adults, and community education. The College was initially accredited in 1965 by the Northwest Commission on Colleges and Universities (NWCCU) and has been continuously accredited since that time. The College served 819 (headcount) students in 2018 taught by 28 full-time faculty.

Assessment of Evaluation Report and Supporting Materials

An electronic copy and a hard copy of the Self-Evaluation Report were mailed to the evaluation committee approximately one month prior to the visit. The document included sections addressing all required components of the Mission Fulfillment and Sustainability Self-Evaluation Guidelines. The evaluation committee found the report to be well organized and informative; however, some areas lacked, specific examples and necessary evidence.

During the visit, the committee room was very well organized and the forums and individual meetings were well-attended and provided a helpful picture of the institution. The Board, faculty, administration, staff, and students of Clatsop Community College were welcoming and accommodating throughout the visit.

Response to Topics Previously Requested by the NWCCU

1. The Evaluation Committee recommends that the College regularly review its policies and procedures. (2.A.6, 2.A.18). This recommendation, therefore this standard, has not been met and the deficiencies are detailed within this report.
2. The Evaluation Committee recommends that the College take actions to ensure that part-time faculty members are evaluated in a regular, systemic, substantive, and collegial manner every five years. (2.A.19, 2.B.6, ER 10). This recommendation has been satisfied.
3. The Evaluation Committee recommends the institution take action to define the financial relationship between its general operations and its auxiliary enterprises. (2.F.6). This recommendation has been satisfied.

NWCCU Eligibility Requirements

The Evaluation Committee found--through review of the Self-Study, supplemental materials and on-campus interviews--that Clatsop Community College substantially meets Eligibility Requirements 2-24.

Standard 1 Mission, Core Themes, and Expectations

MISSION

The College Mission Statement was adopted by the Board of Education in November 2018, as part of the strategic planning process led by the new President, Christopher Breitmeyer. It is widely published and articulates a purpose appropriate to a comprehensive community college. While brief, it is meaningful to the College community and encompasses what CCC strives to accomplish at all levels of the institution. (1.A.1)

The College does not articulate institutional accomplishments or outcomes that represent an acceptable threshold or extend of mission fulfillment. Instead, the College articulates activities, strategies or plans that represent input measures, not outcomes measures. (1.A.2)

Concern: The College defines mission fulfillment through the accomplishment of activities, strategies or plans, without acceptable thresholds that define mission fulfillment. (1.A.2)

CORE THEMES

Every institutional core theme (Foundational Skills, Academic and Student Success, and Community and Personal Enrichment) is expected to contribute to enriching lives through learning opportunities, inspiring learning, and creating opportunities for individual growth that collectively improves community. The Core Themes are clearly identified and promulgated and comport with the general role of the comprehensive community college in the educational landscape. The College's mission seems much more aspirational and emotive, and any measurable connection between Core Themes and mission fulfillment is more difficult to discern. (1.B.1)

Concern: The connection between Core Themes and mission fulfillment is not clearly articulated in institutional documents. (1.B.1)

CCC engaged in a strategic planning process beginning in 2016, which meaningfully engaged the College community; included an environmental assessment; and, prioritized strategic initiatives. The institution has identified three Core Themes and has created four Strategic Initiatives in its current (2018-2023) Strategic Plan, each of which has three to four objectives. The initiatives and their objectives are cross-walked to the Core Themes (with some gaps). Both the initiatives and objectives are aspirational, task-based descriptions of activities that have been designated to correspond with the different themes.

Each Objective has a dozen or so Goals articulated, which are described using timelines, responsible parties, measures of completion, and assessment. The Goals, however, are not developed to be measures of success in mission fulfillment with regard to student learning, achievement, or success, but rather organizational changes, operational activities, and launching of initiatives. In most cases, a goal is considered completed when the action has been completed. The goals follow this general pattern of articulating an operational plan, rather than measurable performance indicators.

Concern: Given that indicators of achievement are discrete tasks rather than overarching outcomes, they do not collectively encompass mission statement or fully evaluate accomplishment of Core Themes. (1.B.2)

Standard 2 Resources and Capacity

GOVERNANCE

The College practices an effective and widely understood system of governance. The Board of Education (BOE) employs policies governing its roles and responsibilities and includes a non-voting student member. Through a series of committees, the College ensures that internal stakeholders are included in decision-making processes. College Council is the primary governance body dealing with policy and includes representatives from relevant constituencies. Governance structures are well-documented and employees report satisfaction with the opportunities provided for input. (2.A.1)

Concern: While the current student government appears to be engaged in decision-making, the low participation rate of student representatives was reported to be problematic.

The institution monitors its compliance with NWCCU standards for accreditation through the work of its Accreditation Liaison Officer, who also serves as the Vice President of Instruction. Accordingly, President's Cabinet, and other College committees support the accreditation process. Further, the College considers the impact of collective bargaining agreements, legislative actions, and external mandates as is evidenced by interviews with College personnel regarding the bargaining process and the use of a lead negotiator with accreditation knowledge. (2.A.3)

GOVERNING BOARD

Clatsop Community College has a functioning governing board consisting of seven voting members, with no contractual, employment, or financial interest in the institution. Board members are elected to represent geographical boundaries within the College's service area. Responsibilities and authorities of the Board are clearly defined and broadly understood. (2.A.4)

The Board's Code of Ethics directs that they act as a committee of the whole. Board members demonstrated their understanding, commitment, and practice during the site visit interview. (2.A.5)

The Board of Education is active in establishing, reviewing, revising, and exercising broad oversight of institutional policies, including those regarding its own organization and operation. The Board and College community have invested significant resources in updating policies, including establishing a Board sub-committee, hiring a Special Projects and Compliance Coordinator, and investing in a policy service provided by the Oregon Community College Association. While having made significant progress, the College still has many policies that require updating as noted in the Year 3 Mid-Cycle Review. (2.A.6)

Concern: While having made significant progress, the College still has many policies that require updating as noted in the Year 3 Mid-Cycle Review. (2.A.6)

Evaluators found evidence the Board of Education selects and regularly evaluates the President who is accountable for the operation of the institution. It delegates authority and responsibility through Board policy to the President to implement and administer the College. The evaluation process is thorough and involves inputs from multiple stakeholders in the College. (2.A.7)

Evidence provided demonstrates the Board conducts a self-evaluation to ensure its duties and responsibilities are fulfilled in an effective and efficient manner by setting/reviewing its goals each year. (2.A.8)

LEADERSHIP AND MANAGEMENT

The College has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Much of the leadership team is new to the College or new to their current roles. There is a sense of mutual respect among team members, an awareness of the challenges facing the College, and a sense of a shared vision and commitment to the College, community, and students. (2.A.9)

Christopher Breitmeyer was appointed President in 2016. Prior to serving as President of CCC, he served as Vice President of Instruction and Student Affairs at St. Charles Community College, St. Charles, MO. President Breitmeyer holds a B.S., M.S., and is currently pursuing his Ph.D. in Educational Leadership. He has full-time responsibility to the institution, and he serves as an ex officio member of the governing board but the Board selects a Chair from its other elected members. (2.A.10)

The College employs a sufficient number of qualified administrators who provide effective leadership and management for the institution as evidenced by a review of qualifications and interviews with faculty, staff, and students. (2.A.11)

POLICIES AND PROCEDURES

Academic policies surrounding instruction are relatively complete and substantive, given the ongoing institution-wide comprehensive review of policies and procedures being undertaken. The policies and practices are clearly communicated through the catalog and website. (2.A.12)

The library website is clear that policies regarding access to and use of library and information resources are documented and housed within the library and are published on the College website. Library staff enforce policies regarding access to and use of library and information resources. (2.A.13)

The College policy and practice comports with state guidelines for transfer-of-credit and makes these practices widely known. While no outward facing crosswalk of outward- or inward-bound transfer

equivalencies have been established, credential evaluation by the registrar and collaboration between registration and instruction regarding transfer issues are well-established, and specific articulation agreements with baccalaureate institutions have been established and are made widely known. (2.A.14)

Student rights policies were reviewed and updated in 2018 that included multiple stakeholders. Appeals processes are clearly documented through various policies and procedures and through the website. In addition, multiple offices cited through the report are able to produce a common document that includes grade appeals, violation of College policy/procedure, charges of faculty or staff misconduct, refund petitions, discrimination or sexual harassment, complaints regarding student's conduct; and complaints regarding a visitor to campus.

Concern: The website and student handbook are easy to navigate; however, there are some outdated pages that take individuals to outdated policies, procedures, and data. Some stakeholders communicate that while the process to file complaints was easy to find, the process once a report was filed, was not clearly identified. (2.A.15)

There is ample evidence regarding placement policies/procedures. Policy and procedures exist in the student catalog and online resources. Examples of the established processes include application, placement testing, and required orientation programs. Processes are established for multiple student types including international students, non-degree seeking students, homeschooled, and students into specialized programs such as Nursing, etc. Application into the Nursing program includes evaluations on a point scale based on grade point average, course work completed, residency, a proctored essay, and successful completion of the Test of Essential Academic Skills (TEAS). Policies and procedures include information regarding readmission. While appeals are not directly stated in the policies or documented procedures, the College does recognize appeals through a formal complaint form that is available at various campus locations and online. (2.A.16)

Compliment: The evaluation team compliments the College for its efforts to reduce barriers to college admission through application and financial aid workshops provided to local high school students, increased orientation programs to general students, students interested in the Nursing program, and continued development of future online orientation processes. (2.A.16)

There is limited evidence supporting the College's policies regarding co-curricular activities. The College does identify processes regarding the creation of student clubs and organizations through Student Government. There are emerging plans to align outcomes of co-curricular activities through budget allocations for the creation of student programming and engagement opportunities and leadership opportunities for involvement. Students are involved in the dialogue regarding resource development. The College does not currently have a student newspaper but does publish an annual edition of the Rain Magazine, a literary and arts publication. There is a freedom of expression policy that states, "In student publications, such as a newspaper, content must follow the accepted canons of journalism and opinions must be disclaimed as not necessarily those of the College or the Clatsop Community College body." (2.A.17)

There is limited evidence regarding human resources policies and procedures. Supporting materials include recently ratified agreements between Clatsop Community College and the Faculty Association and Part-Time Faculty Associations (approved July 2019, Board approved October 8, 2019), general personnel policies, procedures for recruitment of faculty and staff. There is a developed employee handbook. The handbook is being reviewed and edited for electronic distribution to better assist with onboarding. The handbook includes excerpts from the agreements (2.A.18)

Concern: While there has not been regular review of policies in this area, the College subscribed to the Oregon Community College Association and Board Policy and Procedure Program in 2018. Policies are being aligned with the Oregon Revised Statutes (ORS), Northwest Commission on Colleges and Universities (NWCC) Accreditation Standards, and federal laws, regulations and case law in a systematic process of policy and procedure development. The policies are presented to the President's Cabinet, College Council, and the Board of Education Policy Committee. Policies are scheduled and tracked for completion in a five-year review cycle. (2.A.18)

There is ample evidence supporting employment conditions. While there is documentation of an employee handbook being provided to new employees as part of the onboarding process that includes rights and responsibilities, it is not widely known to staff. There are newly developed exempt employee performance evaluation forms that include self-evaluation, review by the supervisor, identified goals that connect with core competencies assigned through the American Association of Community Colleges and overall professional development planning. There are new procedures for probationary evaluation of classified employees that include two-month, four-month, and six-month review and an annual self-evaluation, goal setting and professional development. In addition, there are clearly articulated processes for faculty and part-time faculty evaluation and a supporting faculty evaluation manual that includes evaluation timelines, supervisor evaluation, peer evaluation, student evaluation, and self-evaluation. These evaluations also include review of content expertise, instructional delivery and design, and course management skills. (2.A.19)

Concern: Stakeholders articulate that the handbook was not readily accessible for ease of onboarding of new faculty/staff (2.A.19)

There is ample evidence that policies and procedures exist ensuring security and confidentiality of human resource records. Most records are paper documents locked in a file room in the human resources area with limited access and older documents stored behind a different locked area. (2.A.20).

Concern: There appears to be a lack of college policy regarding records retention policy(ies) that further support security and confidentiality of records. The College does support record retention expectations through the Oregon Community College Association (2.A.20)

CCC represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public through its website and College catalog. Publications are periodically reviewed by the marketing and communications team in collaboration with appropriate College departments, providing guidance

on maintaining consistency and accuracy of the College's representation of its mission, programs, and services. (2.A.21)

The College exemplifies ethical behavior and resolves all alleged ethics violations in accordance with Government Ethics Policy. The College employs a non-discrimination statement that is widely distributed in College publications and is reviewed and updated regularly. The College maintains policies regarding Non-discrimination and Ethics for Employees and Board members. (2.A.22)

The College adheres to clearly defined policies prohibiting conflict of interest. As a public community college, CCC is subject to Oregon Revised Standard, Chapter 244, which clearly defines government ethics and describes conflict of interest policies for all College members of the governing board, administration, faculty, and staff. In addition, The College Board of Education adopted BP 2710 that prohibits conflict of interest for Board members as defined within Board of Education policies. (2.A.23)

CCC maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property. The College defines intellectual property rights in its faculty collective bargaining agreements. (2.A.24)

CCC accurately represents its current accreditation status and does not speculate on future accreditation actions or status. Accurate information regarding CCC's current accreditation status, accrediting agency, reports, letters and other documents is located on the College's Accreditation webpage. (2.A.25)

The College has a clearly defined procedure for entering into contractual agreements, with approval by the Vice President Finance and Operations and final approval authority from the President. The scope of responsibility and the roles for the College and external contractors are defined, and include deliverables and dates associated with timelines and expectations of the contracted service(s). (2.A.26)

CCC Board Policy 5.030 requires employees to protect academic freedom in instruction. (2.A.27)

Article 4.D. of the CCC Faculty Association Collective Bargaining Agreement, and article 5.D. of the CCC part-time CBA both affirm the necessity for faculty to have academic freedom in order to assure mission fulfillment. Responses in the faculty forum affirmed a college environment and administrative support for faculty academic freedom. (2.A.28)

No evidence was submitted to confirm that scholarship is presented fairly, accurately and objectively by teachers. The document submitted as evidence, CCC Board Policy 3.425 Reproduction of Materials and Copyright requires employees "to use the utmost caution and discretion when reproducing or using copyright materials in the classroom" but does not explicitly address acknowledgment of source of intellectual property. No additional evidence to address this standard was identified during the site visit. (2.A.29)

Concern: Documentation of expectations of faculty in terms of presenting scholarship fairly, accurately and objectively is not readily available. (2.A.29)

CCC has general policies and processes approved by the BOE for its financial management operations beyond what is required by the Oregon Revised Statutes (ORS). The College has a well-defined budget development and approval process that includes a Budget Committee with community members appointed by the BOE.

Concern: The College does not currently have policies that clearly define reserves. While the self-evaluation narrative discusses the recovery of the amount of reserves from 5% to 15% of operating budget taking place over the last seven years, neither the policies nor processes provide a clear representation of what the reserves should be. (2.A.30)

HUMAN RESOURCES

The College recently contracted with a consulting firm to conduct a pay equity and classification/compensation study. Job descriptions were updated after review by the incumbent staff, supervisor, and Human Resources. In addition, the consultation resulted in a review of equity study as defined by the Oregon Pay Equity Act. The College has aligned planning outcomes with budget allocation from the Plant Fund to correct salary inequities identified through the study and are beginning to review salary levels throughout the institution to matching jobs throughout Oregon and other institution of higher education professionals in the region. The processes for selection of personnel are clearly and publicly stated through hiring teams that include confidentiality forms.

There is an emerging review of the need for additional staff, including: (a) full-time faculty in the sciences and social sciences based on course demands, (b) institutional research staff, and (c) Registrar Services, and (d) information technology support to navigate the many newly created computer programs throughout the College used to store, process, and analyze data. (2.B.1)

Compliment: The College has standardized all job descriptions to better align with the mission and college planning and utilized the entire campus through this process. (2.B.1)

There is ample evidence supporting policies/procedures in respect to evaluations. There are newly developed exempt employee performance evaluation forms that include self-evaluation, review by the supervisor, identified goals that connect with core competencies assigned through the American Association of Community Colleges and overall professional development planning. There are new procedures for probationary evaluation of classified employees that include two-month, four month, and six-month reviews, and an annual self-evaluation that includes goal setting and professional development components. In addition, there are clearly articulated processes for faculty and part-time faculty evaluation and a supporting faculty evaluation manual that includes evaluation timelines, supervisor evaluation, peer evaluation, student evaluation, and self-evaluation. These evaluations also include review of content expertise, instructional delivery and design, and course management skills. Advising requirements are evaluated by students and there are identified professionalism checklists. Multiple stakeholders provided feedback regarding these processes. Evaluation occurs at all levels of the organization. (2.B.2)

There is ample evidence supporting the College's efforts regarding employee professional growth. Specific policy and procedures are in place that enable employees to request financial assistance to pursue a course, seminar, or conference. Although there is an observed application for requesting professional development funds, most staff were unaware of the process to request professional development funds. Multiple stake-holders are part of the review through the Professional Development Fund Committee. In addition, there are trainings provided within the campus supporting professional development that support mission attainment. Specifically, there have been multiple non-mandatory trainings on diversity, equity, and inclusion, as well as on other topics supporting the College mission. (2.B.3)

There is evidence supporting the documentation of campus-wide organizational charts. The academic organizational areas include Dean of Transfer Education, Director of Library, Director of "Lives in Transition," Full-Time Transfer Faculty Supervision, Dean of Workforce Education and Training, and Director of Nursing and Allied Health. The chart further expands the areas of Transfer Education and Instruction and the Dean of Workforce Education and Training. (2.B.4)

Concern: There is an emerging need to fill vacancies currently absorbed by other faculty/staff and a review of the number of full-time versus part-time faculty in meeting the educational mission of the College. In addition, the College should review staffing in the areas of institutional research and information technology based on lack of evidence of consistent data collection and feedback from faculty and staff regarding the growing technology needs of the campus. (2.B.4)

Ratified agreements for both full-time and part-time faculty regarding responsibilities and workloads with defined work-week schedule expectations are up-to-date and available. The full-time faculty master agreement was extended for an additional year to review lecture/lab rate conversations. In addition, the agreements identify evaluation of evidence of teaching, advising, professionalism and service. The College does not have within its mission the promotion of scholarship, research, and/or artistic creation as whole, and therefore, no expectations are clearly articulated. (2.B.5)

Concern: There are current faculty and staff who have absorbed multiple position vacancies in the organization chart, thus affecting workload. The College should continue reviewing faculty/staff service load to better assist with mission fulfillment. (2.B.5)

There is ample evidence supporting the documentation of faculty workload policies and procedures. Faculty workload policies and procedures are identified in the Clatsop Community College/Faculty Association and the Clatsop Community College/Part-Time Faculty Association Agreements. Both documents contain an amendment addressing workload priorities and any ability for overload credits. In addition, there are clearly articulated processes for faculty and part-time faculty evaluation and a supporting faculty evaluation manual that includes evaluation timelines, supervisor evaluation, peer evaluation, student evaluation, and self-evaluation. These evaluations also include review of content expertise, instructional delivery and design, and course management skills. Advising requirements are evaluated by students and there are identified professionalism checklists. Full-time faculty are evaluated every three years and part-time faculty are reviewed

annually until the third year of employment and then reviewed every three years in subsequent years. (2.B.6).

Compliment: The College has increased its faculty evaluation to a higher threshold of three years, rather than the identified five-year period.

EDUCATION RESOURCES

CCC Board Policy 5.005 requires program approval by the Board of Directors and the State Board of Education. The Associate of Arts Oregon Transfer (AAOT) degree is authorized at all Oregon community colleges. In addition, CCC is authorized to offer the Associate of Science, Oregon Transfer degree in Business (ASOT-Bus), the Associate of Science, Oregon Transfer degree in Computer Science (ASOT-CS), Associate of General Studies (AGS) degree, and several Associate of Applied Science (AAS) degrees and certificates. These designators are consistent with program content in recognized fields of study. Review of documentation of the local and State approval process demonstrated that programs have clearly identified student learning outcomes and lead to collegiate-level degrees or certificates. (2.C.1)

Student learning outcomes at the institutional and program level are established and published on the website and in the catalog; course-level student learning outcomes are included in all course outlines used by faculty to develop syllabi, and are included in syllabi for all general education, transfer, and CTE classes and distributed to students in written or digital form. GED, ABE, and ESL courses do not follow the same practice, but instead follow learning outcomes set by state and federal guidelines, which are made available to students. (2.C.2)

When courses are approved at CCC, course learning outcomes are documented and their relationship to Institutional Student Learning Outcomes and Program Outcomes is established through a matrix. Faculty assess the degree to which students are able to master course learning outcomes each time the course is taught, and utilize this information in grade assignment. Select learning outcome data are included as part of the annual departmental review process, and the analysis of this information informs decisions about future curricular changes. Each course, no matter the location or form of delivery, is taught and assessed utilizing the same course learning outcomes. Current analysis of learning outcome results does not disaggregate based on modality. While distance education delivery is a small percentage of course offering now, as distance education delivery increases at CCC, it will be important to recognize disparities in learning outcome achievement between modalities to guide structure and offering of these courses. When paired high school and College syllabi were examined for CCC courses taught in the high school, course content was similar, but stated learning outcomes between the two institutions lacked consistency. (2.C.3)

Compliment: CCC has established rigorous, faculty-led systems and structures to review learning outcome assessment at the course, program and institutional level. These systems provide data which is used in continuous improvement of courses and programs. (2.C.3)

Board Policy 4100 Graduation Requirements for Degrees and Certificates requires the institution to establish procedures for degree and certificate approval. Review of this procedure showed a rigorous multi-level approval and review process including faculty and administration, the Board of Education, Higher Education Coordinating Commission (HECC), and Community College and Workforce Development (CCWD). Course approval packets and minutes from Instructional Council and Board of Education attest to adherence to documented procedures. A review of the College website, catalog, and other publication confirmed wide publication of admission and graduation requirements. (2.C.4)

Faculty exercise a major role in design, approval, implementation, and revision of curriculum as defined in established procedures for degree, certificate and course approval, and the new program review process. CCC's Instructional Council is composed of five administrators and five full-time faculty, and, as stated in by-laws, this body "has the authority to review and implement curricular and program modifications, and to make recommendations to the chief academic officer regarding instructional Board policies." In multiple venues throughout the site visit, faculty attested to their involvement in the Instructional Council and in decision-making regarding curriculum. Program approval documents and Instructional Council minutes demonstrated adherence to published procedures and engagement of faculty. Article 4, E. of the CCC Faculty Association CBA requires faculty involvement in the selection process for new faculty. Faculty indicated they are regularly involved in the hiring of full-time faculty. (2.C.5)

College faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process. Information literacy is embedded in WR 121, a writing course required in all programs. In this course, students receive instruction on the use of library and information resources from the course instructor or the library director. (2.C.6)

The College's participation in awarding credit for prior experiential learning is minimal; policies and procedures comport with the standard. (2.C.7)

The College makes the final determination of transfer of credit following state policy and makes these practices widely known. While no outward facing crosswalk of outward- or inward-bound transfer equivalencies have been established, credential evaluation by the registrar and collaboration between registration and instruction regarding transfer issues are well-established, and specific articulation agreements with baccalaureate institutions have been established and are made widely known. (2.C.8)

UNDERGRADUATE PROGRAMS

Transfer associate degree programs at the College comport with state guidelines for transferability that require a broad integration of general education, including the humanities, math, natural science, and science. Applied degree and certificate programs contain the required related instruction in offerings of general education classes, some of which are contextualized specifically for the program. Student learning outcomes at the institutional and program level are established and published on the website and in the catalog and include general education components; course-level student learning outcomes are included in all course outlines used by faculty to develop syllabi, and are included in syllabi for all

general education classes, including those offered as required related instruction. (2.C.9, 2.C.10, 2.C.11).

GRADUATE PROGRAMS

The College has no graduate-level programs (2.C.12, 2.C.13, 2.C.14, 2.C.15)

CONTINUING EDUCATION AND NON-CREDIT PROGRAMS

Credit and non-credit continuing education programs and other programs are compatible with the College's Mission and Core Themes. Continuing Education courses and programs include those falling into the following categories: GED & Adult Basic Skills, Community Education, Workforce and Professional Development, and Small Business Development Center (SBDC). The College publishes current continuing education course offerings in the quarterly Community Education, Workforce Training, and SBDC schedule. (2.C.16)

The College maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Course outlines are developed by faculty and a curriculum specialist and follow a well-established process for approval. (2.C.17)

The College grants Continuing Education Units (CEUs) upon request for continuing education courses, in accordance with policy and procedures. CEUs are based on clock-hours to students who have successfully met course objectives. (2.C.18)

The College grants CEUs upon request for continuing education courses, in accordance with policy and procedures. CEUs are based on clock-hours to students who have successfully met course objectives. (2.C.19)

STUDENT SUPPORT RESOURCES

Services range from access programs, academic support areas, student support areas, student engagement opportunities, academic advising programs, career services and cooperative work experience programs. Services are marketed in multiple areas of campus including orientation, public postings, catalogs and through other areas of the campus. With the exception of student engagement opportunities, students spoke to a strong knowledge of the programs and services. (2.D.1)

Compliment: Three areas of strength with observed data outcomes include the TRIO programs, Puerta de la Oportunidades, and the Lives in Transition Program. These programs specifically measure graduation and transfer rates of eligible students, target retention with College goals, and provide individualized services that are well promoted and accessible to all participants. In addition, there are measures that track strategies, activities, deliverables and outcomes along with cost/expense summaries of the specific programs. (2.D.1)

Compliment: The College has implemented the Diversity, Equity, and Inclusion (DEI) Spectrum Tool with faculty and staff that promotes the College's Core Themes by assessing institutional vision, commitment, leadership, policies, infrastructure, training, diversity, data, decision making, accountability, and inclusion. While in its early stages, the tool guides the College in its future planning around the strategic initiative of equity and inclusion. (2.D.1)

The College does have documentation of its Annual Security Report that maintains all areas required in the Clery Act and has a revised report that updates information submitted late from local police authorities. There also is a supportive policy, BP 3515 Reporting of Crimes. (2.D.2)

Concern: While the College has policies and procedures in place that direct a comprehensive campus safety plan be written, it is currently using the Annual Security Report as its campus safety plan. (2.D.2)

There is ample evidence supporting the institution's support of students through the admissions and orientation programs. Evidence is clearly identified in the catalog, website, orientation materials, etc. The College is aware of the impact on some students' inability to attend orientation programs where much of the key data is presented and is moving toward online orientations and technological advances to track students' participations in orientation and advising. Students with declared majors are assigned faculty advisors to assist with the academic requirements and connecting students with resources. Other advisors for non-declared programs or students in specialized programs are advised through Student Services. Orientation programs do provide overall satisfaction surveys to inform decision making about services to adjust in future orientation cycles. (2.D.3)

Concern: Advising resources available to both faculty and student service advisors do not appear to be fully utilized by all advisor types. The College identifies awareness of the inconsistencies in advising and are moving to a new technology program to ensure common advising practices. (2.D.3)

There is a policy regarding Discipline/Program expansion, deletion and reduction that indicates the President will develop necessary procedures; however, the procedures are not identified in the handbook, catalog or website. CCC Board of Director minutes documented approval of program suspension with a complete plan for teaching out currently enrolled students (2.D.4)

There is ample evidence that the catalog includes all items required in Standard 2.D.5. Additional information is provided on the College's website and various College publications. (2.D.5)

Programs with specific licensure requirements include information on their content sites. An example observed included the nursing program. It lists program length, program costs, types of job fields that graduates can enter and licensure requirements. In addition, various CTE programs that have requirements outside of other programs are listed in materials specific to those programs (e.g. Maritime Science Program). (2.D.6)

While the College supports record retention expectations through the Oregon Community College Association, the College does not have its own specific policy regarding timelines of storing certain

records. It was reported that some data was recorded on external hard drives and was destroyed due to a corrupt file. The College does have ample documentation providing policies for confidentiality and release of student records. The catalog provides information regarding student records and directory information, as well as student consumer information. Additionally, students receive a “Your Student Records” document through the orientation program that includes definition of educational records, parental access to educational records, exception to requirement for written consent from student, procedures, releasing information to a third party, accessing educational records, challenging content of educational records, and appeals. Forms are available in the registrar’s office for students to complete. The website also a link to student’s records privacy that includes a consent to release information form that requires the student submit with a photo ID of the student authorizing any release. (2.D.7)

Concern: There appears to be a lack of College policy regarding records retention policy(ies). The College does support record retention expectations through Oregon Community College Association. (2.D.7)

The College offers a comprehensive financial aid program that includes scholarships, grants, part-time employment and loan information/processing and is identified in policy BP 5130 that was updated in September 2019. Information pertaining to services are provided through the catalog, student handbook, and on the website, as well as through information provided through the Financial Aid Office. Dedicated staff assist with processes to support the financial needs of students and facilitate multiple state and federal programs. The office provides assistance with eligibility, application processes, repayment information, scholarship and various financial assistance programs. In addition, the Financial Aid office regularly works with the Foundation and other agencies issuing grants to meet student need and to ensure access to College services and academic programs. (2.D.8)

The College provides information in the catalog pertaining to financial assistance refund and returns. Appeals processes are defined to assist students who have challenges to any required refunds. The College facilitates its own default collection processes and has performed research with other institutions across the country to determine the best method for the College. The College has maintained a similar default rate over the years. (2.D.9)

Information regarding advising is located in various sites, included the student handbook, catalog, online, and through printed documents provided to students through orientation. Advisors are both faculty and student service staff who maintain advising notes through a common online system, although, the College is currently moving to a new system. Orientation programs for degree seeking students will be moved to online platforms with the intent to ensure all students are getting the same information pertaining to advising. Advisors have access to resources, campus policies, degree requirements, and career pathway certificate information. Advising is evaluated through the orientation program. (2.D.10)

Concern: It is reported that because advising is provided through multiple areas of the campus, not all advisors are using the systems provided to document advising appointments and issues and may not have consistent information to fully advise students. While the College is moving to a newer

integrated system, faculty and staff will need ongoing review to ensure advising processes are clearly defined. (2.D.10)

Compliment: The College, through its advising processes with the TRIO Student Support Services Program, including Puerta de la Oportunidades, and the Lives in Transition Program, provide intensive advising for students facing retention challenges (first generation, low income, displaced homemakers, dislocated workers, single parents, recovering adults, etc.). (2.D.10)

While there are multiple opportunities for students to connect through co-curricular activities, there are limited measures of indicators and outcomes to support the College's mission and Core Themes. The College is in the process of strengthening student governance opportunities through the Associated Student Government and campus organizations. Previous documentation regarding student involvement was destroyed through corrupt files. Limited resources are dedicated to student programming but the College is currently working with Student Government on funding proposals to possibly increase fees associated with these co-curricular programs due to insufficient funding. Through transition of administrative leadership, involvement in student government declined. There are processes established to form new student clubs and organizations and the College provides resource support through a campus advisor. There is policy pertaining to student organizations on campus. Students report limited knowledge of available clubs and organizations on campus although there is information provided on the website and through orientation programs. (2.D.11)

Concern: The College has a number of planning process and planning-related activities in place, there is limited data and measures to establish outcomes and priorities of the co-curricular programming. Data has not been kept in back up locations in the past except external jump drives that were corrupted through damage and not reproducible to current leadership. (2.D.11)

The College operates a bookstore and a Maritime Science Vessel, which are operated independently outside of instruction use. The College does not operate housing but does lease space to a private company to operate the food service. The Auxiliary Services area supports the institution's mission, contributes to the intellectual climate of the campus community, and enhances the quality of the learning environment. Multiple stakeholders provide input on the operation of these programs including textbook ordering, ideas on merchandise for the store, and facilitating alternatives to meet student needs. (2.D.12)

The College does not currently have intercollegiate athletics. Use of athletic facilities are available as part of the overall auxiliary funds of the College. Non-students may pay for services in the facility but there are no additional costs for students. (2.D.13)

CCC maintains an effective identity verification process for online students. The College has printed information through online education publications and its website that requires ID verification for all online and distance education students. This information must be presented to the Distance Learning Staff. The Office of the Registrar also verified this information. For those students, who cannot come to campus, the College does identify other arrangements. Other policies are in place regarding student

privacy and related information pertaining to distance education including computer requirements and skills, time requirements and performance requirements. (2.D.14)

LIBRARY and INFORMATION RESOURCES

The library provides resources of an appropriate level of currency, depth, and breadth to support the institution's mission, Core Themes, programs, and services, on campus, at remote locations, and through the College website. The library regularly invites input from faculty, staff, students, and the community for additions to the library's collection. In addition, the library consults with faculty regarding overall collection maintenance. While the library's collection maintenance procedures and practices have enabled the library to maintain a sufficient collection, there are no formal written procedures in place for assessing the adequacy of the collection (2.E.1)

The library gathers feedback, both formally and informally, from faculty, staff, students, and the community to inform library planning. Data is gathered formally through faculty and student surveys and informally through ad hoc requests. The Library Advisory Committee meets quarterly and participates in library planning. The library is following its written strategic plan, which is posted on the College intranet (2.E.2)

The library provides appropriate instruction and support for students, faculty, staff, administrators, and members of the community. Library instruction addresses obtaining, evaluating and using library and information resources that supports the College's programs and services. Instructional delivery methods include in-class presentations, as well as a credit-based course, which is offered both in person and online. The library also provides research resources at the College website. The library has developed and follows a library instruction plan. The plan is posted on the College's intranet (2.E.3)

The library regularly tracks and evaluates the quality, utilization, and security of library and information resources and services. The library follows ACRL guidelines for data tracking and analysis and regularly submits required data to IPEDS. Access to library databases is secured through login and password. To secure assets, the library relies on the strategic placement of materials and staff vigilance. There are no formal written policies in place for library self-evaluation (2.E.4)

FINANCIAL RESOURCES

In CCC's most recent years, they have rebuilt their reserves to achieve approximately 15% of current year operating budget. CCC has a self-evaluation report discussing reserves have increased and have demonstrated fiscal stability with sufficient cash flow and reserves to support continued college operations (2.F.1)

Financial planning and budgeting is tied to the College's strategic planning process that provides for a transparent, accountable and institutionally dynamic venue that supports its mission and Core Themes and ensures long-term fiscal sustainability. The evaluator believes that the CCC staff and administrators have an understanding of the value of fiscal sustainability to the institution (2.F.2)

From the evidence documented in the self-study and in interviewing several campus individuals in key functional areas, it is evident that CCC has clearly defined policies, guidelines and processes for budget development that are inclusive of institutional stakeholders and provides appropriate opportunities for participation by constituents. (2.F.3)

Budget development and tracking, and fiscal management and reporting through the current SeaNet financial accounting system, ensure timely and accurate financial information and an effective system of internal controls. The College is in the middle stages of implementing a new financial system by June 30, 2020. (2.F.4)

CCC uses its facilities master plan and academic master plan to ensure that the capital budget reflects the mission and Core Themes of the College. Through its use of partnerships, debt services, and state and federal resources, the College has been able to develop its capital resources. Capital expenditures are analyzed to ensure resource sustainability and limit any undue drain on institutional resources. (2.F.5)

CCC has an established and defined relationship with its bookstore. Revenues and expenses from the bookstore are maintained in a self-support fund and the bookstore works to achieve sustainability through diversifying its retail operations, while focusing on student affordability options for books and supplies. The bookstore pays an administrative overhead to the College to reimburse the operating budget for bookstore operations. The campus food service is provided by a contract provider and the relationship to the College is clearly defined. (2.F.6)

CCC financial statements are audited annually by an independent certified public accounting firm in accordance with government auditing standards. CCC has received unqualified opinions on its annual audits. Annual audit reports are presented and discussed with the Board of Education and the most recent audit reports are available on the College website (2.F.7)

CCC has a longstanding relationship with the CCC foundation which is defined in a written agreement that clearly defines its relationship with the foundation (2.F.8)

PHYSICAL and TECHNOLOGICAL INFRASTRUCTURE

The College is providing healthful learning and working spaces that support the institution's mission, programs, and services. CCC has two locations located in Astoria and Seaside, Oregon. In forums with students, faculty and staff, it is apparent that users of both campuses feel safe and secure and that the facilities are sufficient in quality and quantity to ensure a healthful learning and working environment. (2.G.1)

Compliment: The evaluation committee compliments the College for the realization of their Master Plan and creating and maintaining physical facilities that are accessible, safe, secure, and sufficient in quantity and quality.

CCC has policies and procedures in place to ensure that hazardous materials are handled effectively. Policies and procedures are understood and followed by both facilities department and staff across campus and in labs. Facilities Director provided the evaluator with a chemical hygiene plan and easy access to the SDS information (2.G.2)

CCC has a comprehensive master plan that guides the expansion plans for the institution. The master planning process includes involvement from staff, faculty, administration, students, and community members. As the College expands, it is aware of the needs of faculty and staff, and includes them in the design of new and remodeled facilities (2.G.3)

CCC has comprehensive new and remodeled facilities with state-of-the-art equipment that allows for all forms of instruction. The physical resources of the institution are managed in a manner so as to ensure they remain adequate and usable for instruction and other student support functions. The College also leverages its resources for equipment purchases by identifying partnerships for funding (2.G.4)

CCC maintains state-of-the-art computer and networking access for its students and staff. The Information Technology department and its personnel provide network infrastructure support, computing services, telephone management services, training and hardware support functions for all of the CCC campus locations. The College maintains adequate security over all hardware and software resources. Access to computing infrastructure is kept in secure limited access locations. Information technology has procedures in place that demonstrate an acceptable amount of preparedness to protect the institution in the event of a disaster. The Information Technology department has systems in place to protect the institution and restore computing functions thus limiting any disruption in operations. An Uninterrupted Power Supply system is available, in place, and tested regularly, should a power disruption occur (2.G.5)

Information Technology staff is adequate to meet the needs of the students and staff at CCC. In addition to providing help desk services, the technology staff also provides support to technology users across campus. Training includes education on many technology related issues in a format that keeps faculty and staff engaged and entertained (2.G.6)

CCC takes a comprehensive approach to technological advancement and planning. Information technology staff meets with the campus community to gather input on technology initiatives to ensure that constituents have the opportunity to provide input. Information technology staff collaborates with facilities staff to discuss new building construction and new program development so as to ensure that the technological needs of staff, faculty, and students are met (2.G.7)

CCC has a computer hardware inventory on a sustainable refresh schedule. Faculty and staff are encouraged to provide equipment requests for new technology needs which include both hardware and software resources. The Information Technology department has a listing of all hardware and software implemented on campus (2.G.8)

Standard Three Planning and Implementation

INSTITUTIONAL PLANNING

The evaluation committee found ample evidence that the College engages in various layers of planning. However, because of changes in leadership, the accreditation cycle, and shifting statewide planning issues, the College has utilized numerous plans and planning processes to guide its work. The current Strategic plan is available to appropriate constituencies and employees are familiar with the Plan. (3.A.1)

Utilizing the College's shared governance committees and a specific Strategic Planning Committee, the 2018-2023 Strategic Plan was developed in an inclusive, shared manner and opportunities for input were provided to employees. It is not clear the degree to which students participated in that process or the annual planning/budgeting processes. (3.A.2)

There is a lack of evidence that the College's planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission. The institution has not identified measureable Core Theme indicators and thresholds, therefore (a) meaningful data is not collected consistently or at all, (b) there is little/no connection between whatever data is collected and the analysis and evaluation of mission fulfillment. (3.A.3)

Concern: Although the College engages in a number of planning processes and has established planning-related activities at the strategic and department level, the College has not demonstrated that its institutional planning activities are driven by consistent, reliable and valid data, aligned with Core Theme measures, consistently used to set priorities, or widely understood. (3.A.3)

The College's Strategic Plan articulates priorities and is the document used to guide decisions on resource allocation. The Budget Advisory Committee reviews requests are required to demonstrate which Strategic Initiative is supported, how the budget request contributes to the Strategic Initiative, and projected outcomes. (3.A.4)

Upon request the College provided a draft All-Hazards Emergency Operation Plan (AHEOP) to address emergency preparedness and contingency planning for continuity and recovery of operations in the event normal institutional operations are disrupted. The College also provides an emergency flipchart and emergency posters widely across campus. In addition, the College plans and conducts regularly scheduled drills to address emergency situations. (3.A.5)

Concern: While an AHEOP was provided when requested, it was marked draft, it was not provided in any of the documentation to support the self-evaluation report nor posted on the College website, and the position titles did not match the College's organization charts. (3.A.5)

CORE THEME PLANNING

During 2013-17, CCC operated with five Core Themes. Core Theme planning was completed in a centralized manner as part of a strategic planning process which began in 2016 and resulted in four strategic initiatives which were then cross-walked to a newly consolidated set of three Core Themes. A workgroup was assigned to each strategic initiative and those groups developed three to four objectives articulated under one or more of the Core Themes. The *Foundational Skills* theme is not cross-walked to the *Commit to Equity and Inclusion* Initiative, but is represented under all the others. The *Academic and Student Success* and the *Community and Personal Enrichment* Core Themes are cross-walked to each of the strategic initiatives. Since the outcome measures for Core Themes are not outcome based or clearly defined, the contribution to accomplishment of core theme objectives by different programs or services cannot be established with any degree of certainty (3.B.1)

College planning and budget allocation processes to determine components of programs and services are more closely aligned with the Strategic Initiatives than with the Core Themes. While Initiatives are cross-walked to Themes, there is no evidence that the Themes themselves are an integral or primary part of program and service planning. (3.B.2)

There is no evidence that *Foundational Skills* and the *Academic and Student Success* Core Themes have even tentative measures and thresholds associated with them. CCC's self-study proposes a set of tasks (p. 31) as core theme measures. Planning for programs and services does not appear to be informed by systematic data collection and analysis, so connections to core theme accomplishment cannot be established (3.B.3)

Planning for *Community and Personal Enrichment* has resulted in the development of the following four Core Theme objectives:

1. Organize a community outreach team for coordination and connection of internal effort and external partners.
2. Partner with public and private entities to expand options for experiential and service learning.
3. Increase community and partner participation at the College.
4. Support expansion of community education and customized training as appropriate.

Core Theme objectives have not yet been published. Indicators for each objective have been drafted and will be final upon committee approval. Planning for programs and services is more closely tied to the Strategic Initiatives than to the Core Themes, and while there are milestones for activities and tasks, there is no mechanism to incorporate defined data to evaluate achievement or programs or services.

Concern: There is no evidence that planning activities are driven by consistent, reliable and valid data, or that data are used to measure the achievement of programs and services. (3.B.1, 3.B.2, 3.B.3)

Standard Four Effectiveness and Improvement

ASSESSMENT

There is no evidence of assessment of any Core Theme objectives. Indicators to measure the success of *Community and Personal Enrichment* Core Theme objectives have been drafted and are pending final committee approval, data collection will begin after indicators have been approved. No indicators have been developed for *Foundational Skills* and the *Academic and Student Success* Core Themes.

Concern: There is no evidence that assessment of accomplishments is driven by consistent, reliable and valid data. (4.A.1)

Instructional programs, and to a lesser degree College services, undergo faculty- or staff-driven program review which set program plans for goals and outcomes and record achievement. Review of educational program assessment documents revealed a robust and comprehensive process. Academic programs are reviewed by appropriate faculty and incorporate assessment of student learning outcomes (4.A.2)

Compliment: The academic program review process at the College is thorough and useful, and demonstrates strong faculty engagement in the process. (4.A.2)

Concern: Most programs and services outside of instruction do not undergo systematic, data-driven, program review (4.A.2)

Student achievement relative to institutional, course, program, and degree learning outcomes is robust, routine, and comprehensive. Teaching faculty evaluate students according to clearly defined learning outcomes (4.A.3)

Compliment: The Learning Outcomes review process at the College is thorough and useful, and demonstrates strong faculty engagement in the process. (4.A.3)

The alignment, correlation, and integration of programs and services are not evaluated relative to the Core Themes (4.A.4)

Concern: College activities are driven more by the Strategic Initiatives than by the Core Themes; there is no evidence that Core Themes are used to guide College decisions. (4.A.4)

The College engages in extensive assessment and strategizing activities in order to integrate planning, resources, capacity, practices, and assessment within the framework of Strategic Initiatives. Goals are set and measured, but most represent accomplishment of specific tasks rather than achievement of mission fulfillment (4.A.5)

Concern: Given that indicators of achievement are discrete tasks rather than overarching outcomes, they do not evaluate mission fulfillment. (4.A.5)

While CCC reports increased data availability as a result of a contract with Linn Benton Community College, no evidence was provided to demonstrate that CCC reviewed its assessment processes for meaningful results (4.A.6)

IMPROVEMENT

While the program review process at CCC incorporates meaningful indicators of achievement, especially as related to student learning, Core Themes do not have these indicators in place. Without these measures there is no mechanism for informing the planning, decision-making and allocation of resources. The budget development process is widely understood and utilizes a large, cross-representational budget committee, provides documents which allow a core theme to be checked off in the application process. Without meaningful measures, it is easy for most requests to claim a connection to a core theme or strategic initiative. There is no evidence of data-driven improvement to support Core Theme objectives. *Foundational Skills* and the *Academic and Student Success* Core Themes have no articulated objective or indicators to measure success. Indicators to measure the success of *Community and Personal Enrichment* objectives have been drafted and are pending final committee approval.

While the College engages in robust, routine, and comprehensive assessment of student learning, there is no evidence that the results are used to inform planning and practices outside of the specific program conducting the assessment. Program faculty make good use of assessment data within the program. (4.B.2)

Compliment: While not integrated into institutional planning, the Learning Outcomes review process at the College is thorough and useful at the individual program level.

Standard Five Mission Fulfillment, Adaptation, and Sustainability

MISSION FULFILLMENT

Evidence suggests the institution engages in inconsistent assessment of its accomplishments. Instructional assessment takes place at the departmental level and the Administrative Services Unit engages in assessment; however, the data and documentation do not demonstrate a formal, institution-wide effort. Similarly, unsystematic assessment efforts have taken place in Student Services and the Library. Because the Core Theme indicators are mostly activities and plans, they do not serve as measureable thresholds of mission fulfillment. (5.A.1)

The College has identified Strategic Planning Focus Areas for 2018-2023 and established a strategic planning committee charged with monitoring the progress of the plan. There is inadequate evidence to demonstrate the College is using the assessment results to make determinations of quality, effectiveness, and mission fulfillment.

Although the College engages in a number of planning processes and has established planning-related activities at the strategic and department level, the College has not demonstrated that its institutional

planning activities are driven by consistent, reliable and valid data, aligned with Core Theme measures, consistently used to set priorities, or that these efforts are widely understood. (5.A.2)

ADAPTATION and SUSTAINABILITY

The Vice President Finance and Operations provides a monthly overview of campus finances to the Board of Education, and updated budget information is available on the College website. Within the monthly reports, attention is paid to the adequacy of both resources and capacity, as well as the effectiveness of operation. In addition, the faculty and staff have conducted a number of progress reviews in the past year. The evaluation team was unable to find evidence to suggest there is a formal evaluation of the adequacy of resources, capacity, and effectiveness of operations beyond the monthly budget report. (5.B.1)

Similarly, the College has documented a number of its planning processes and assessments; however, the evaluation committee was unable to find evidence to suggest the College documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness or that it uses the results of its evaluation to make changes, as necessary, for improvement. (5.B.2)

The College monitors its internal and external environments through the data collection processes described throughout this report. The results of these data gathering processes are used to define the College's future direction. This work, however, is not documented as part of an overall planning effort. It is anticipated that these processes will also be used to revise the College's planning and assessment processes moving forward. (5.B.3)

Concern: The College has not demonstrated that its institutional planning activities are driven by consistent, reliable and valid data, aligned with Core Theme measures, or that it documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness or that it uses the results of its evaluation to make changes, as necessary, for improvement. consistently used to set priorities, or widely understood. (5.B.1, 5.B.2, 5.B.3)

Commendations

Commendation:

The evaluation committee commends the College's faculty, staff, and administration for its culture focused on service to students. The administration is committed and supportive, the faculty is engaged inside and outside the classroom, and the classified staff goes above and beyond to ensure students are supported and feel part of the College community.

Commendation:

The evaluation committee commends the College for building strong, effective relationships with community partners. Its various community partnerships have enabled the College to expand learning opportunities for its students as well as local community members.

Commendation:

The evaluation committee commends the faculty for engagement in structures and the continuous improvement of processes for design, approval, and implementation of curriculum; for systematic assessment of course, program, degree and general education learning outcomes; and for inclusion of these assessments in academic program review and departmental planning.

Commendation:

The evaluation committee commends the College for the realization of their Master Plan and creating and maintaining physical facilities that are accessible, safe, secure, and sufficient in quantity and quality. The College is providing healthful learning and working spaces that support the institution's mission, programs, and services.

Commendation:

The evaluation committee commends the Library for the quality of instruction and support it provides to students, faculty, staff, and administrators; its data-driven responses to the needs of its stakeholders; and its enthusiastic support of campus initiatives. The library provides an exceptionally high level of service with limited financial resources and staff

Recommendations

Recommendation:

The evaluation committee recommends that the College establish objectives for each of its Core Themes and identify meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its Core Themes. (1.A.2, 1.B.2, 3.B.1, 5.A.1, 5.A.2)

Recommendation:

Although the College engages in a number of planning processes and has established planning-related activities at the strategic and department level, the College has not demonstrated that its institutional planning activities are driven by consistent, reliable and valid data, aligned with Core Theme measures, consistently used to set priorities, or widely understood. Further, the College has not demonstrated it documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness or that it uses the results of its evaluation to make changes, as necessary, for improvement. The evaluation committee recommends that the College review and revise its institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making. (3.A.3, 3.B.3, 4.A.1, 4.A.2, 4.A.4, 4.A.5, 5.A.2, 5.B.1, 5.B.2)

Recommendation:

While the College has policies and procedures in place that direct a comprehensive campus safety plan be written, it is currently using the Annual Security Report as its campus safety plan. The evaluation committee recommends that the College review its policies, processes, Standard Response Protocol, posters, and emergency flipcharts, and create a separate and specific campus safety plan. (2.D.2)

Recommendation:

While the College has made significant progress toward reviewing and updating policies as directed by the Commission in its Mid-Cycle Review, many policies are still outdated and incomplete. The evaluation committee recommends that the College complete this work and develop and implement a plan for regular review of policies. (2.A.6, 2.A.18)