



# **Clatsop Community College**

## Mid-Cycle Evaluation Report



**Clatsop  
Community  
College**

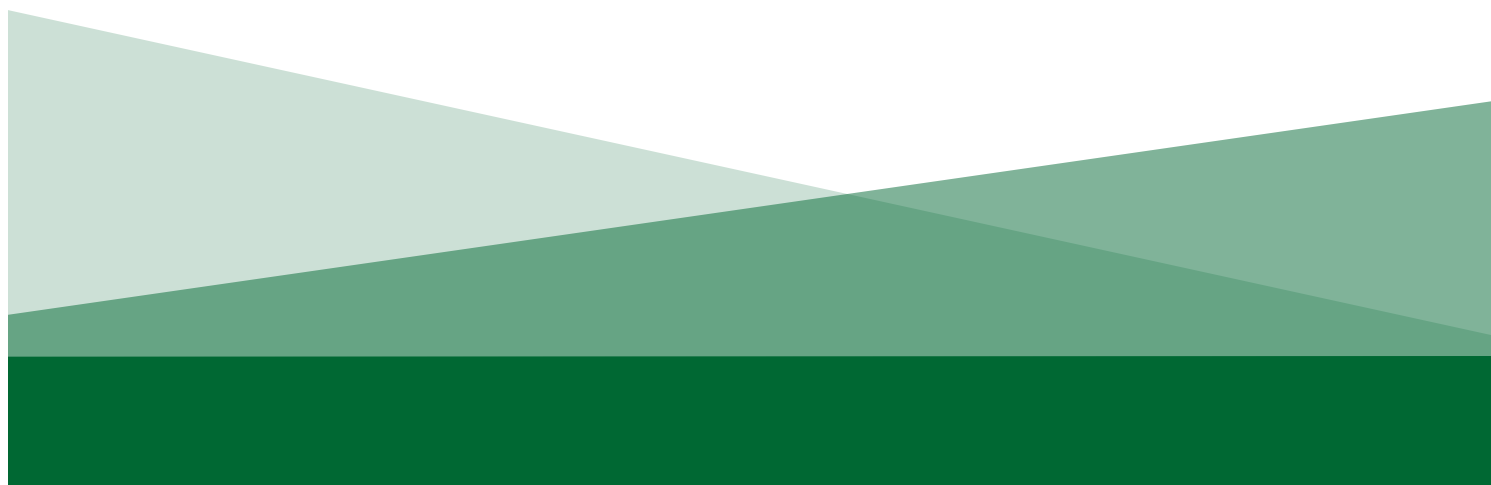
**Mid-Cycle Self-Evaluation Report  
Clatsop Community College  
Astoria, Oregon  
September 12, 2022**

Prepared for the Northwest Commission on Colleges and Universities



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# **Section 1**

## Mission Fulfillment

## **Section 1: Mission Fulfillment**

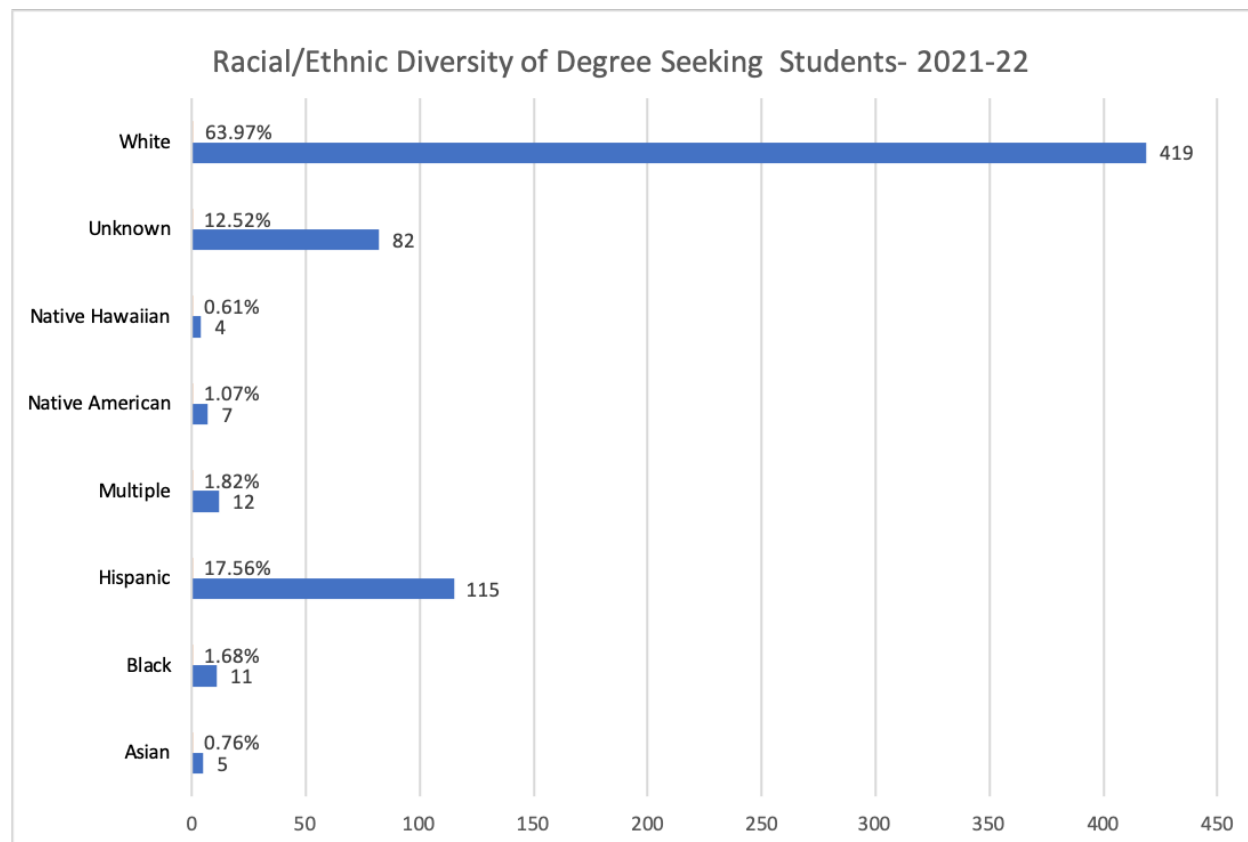
Founded in 1958, Clatsop Community College (CCC) offers Associate degrees and certificates for entry level professions, transferability, professional-technical training and careers and continuing education programs for the workforce and community. The college serves students of Clatsop County and accommodates students in the surrounding area which includes Washington and Tillamook Counties in Oregon and Pacific County in Washington. As one of 17 community colleges in the state of Oregon, CCC is governed by a seven-member Board of Education elected through county election procedures.

The college is located near the mouth of the Columbia River in historic Astoria, Oregon. The College's campus is split between locations of Lexington Ave, MERTS, and South County Center. On an Astoria hillside sits the Lexington campus which provides state-of-the-art laboratories and classrooms, full-accessibility and student-centered learning spaces that include the library, bookstore, café, student club space, and fitness facilities. The MERTS (Marine and Environmental Research and Training Station) location is home to Oregon's Maritime Training College, fire science and industrial technology training facilities which emphasize hands-on learning. South County Center in Seaside, Oregon is the location for the small business and economic development services as well as various classes convenient to South County residents.

CCC's accreditation was reaffirmed in 2020 based on CCC's Year Seven Self-Evaluation Report and peer evaluation visit conducted in the fall of 2019.

## Student Profile

CCC was the first community college established in Oregon state. CCC served more than 2,700 degree and non-degree seeking students in the 2021-22 academic year which include those utilizing job-related trainings and personal enrichment opportunities. CCC also served more than 300 dual credit students from area high school programs. CCC's student body is comprised of 57% degree-seeking females and at least 23% students of color. Of those students who reported and self-identified, about 30% are first in their families to attend college.



## Instructional Offerings

CCC offers a variety of academic programs and degrees to support its students' academic and professional goals. The college's transfer associate degree programs offer students the opportunity to study in Arts and Letters, Business, Science and Math, and Social Services and Education areas and transfer credits or full degrees to other institutions if they chose. Career Technical Education offers students associate and certificate programs in Industry, Manufacturing and Trades, Healthcare, Business, Public Safety and Maritime to learn industry skills that lead to students' professional goals. Of the degree seeking students, 61% pursue the transfer options and 39% study the Career Technical Education programs.



Other instructional offerings at CCC include re-certification and credentialing in technical careers such as maritime and fire science to maintain certifications in the industry. CCC also offers Workforce Education which partners with local business, organizations and instructors to invest in our local workforce to provide opportunities to develop a stronger, more educated and qualified workforce to drive the region's economic engine and improve quality of life here in Clatsop County.

## **Advancing the College's Core Themes**

CCC's mission fulfillment is expressed through three core themes aligned with objectives and indicators of achievement. Together, the three core themes – Foundational Skills, Academic and Student Success, and Community and Personal Enrichment – represent how the College conceptualizes mission fulfillment. They were adopted by the CCC Board of Education in June 2018 as part of CCC's 2018-2023 Strategic Plan. They are listed on CCC's public facing website (<https://www.clatsopcc.edu/about-ccc/strategic-planning/>) and are familiar to CCC employees.

### **Core Theme 1: Foundational Skills**

Foundational Skills are central to the mission of CCC and reflect the College's commitment to enriching lives and creating opportunities within the community. The Foundational Skills Core Theme is an essential and continuing focus area for the College. This fundamental goal prepares students with a foundation of the skills and abilities needed for success as a college student and strengthens life-long learning.

### **Core Theme 2: Academic and Student Success**

Student success is what drives the College's activities in all their multiple forms – as goals for transfer, employment, and/or business opportunities. Broadening the definition of student success allows CCC to recognize the complete spectrum of educational activities provided at the College while also continuing to recognize the importance of success outside of the bounds of the campus, whether that be at a transfer institution, a new career, with a current or future employer, or as a business owner.

### **Core Theme 3: Community and Personal Enrichment**

CCC expanded the concept of personal enrichment to include the concept of community. The College knows that it plays a large role in the well-being of the community and this theme recognizes that connecting and impacting citizens, businesses, and other institutions within the community is vital to the CCC mission.

## Current Environment

### Leadership Changes

In January, 2022, the Vice President of Student Affairs was demoted to Chief Enrollment Officer, and a handful of his direct reports were re-assigned to report to Peter G. Williams, the Vice President of Academic Affairs. In May, 2022, the Vice President of Student Affairs departed after three years of service to Clatsop Community College. In response, Peter G. Williams, the Vice President of Academic Affairs, was asked to expand his role to Vice President of Academic and Student Affairs. Part of the organizational restructure plan at the time of this promotion was to hire a Dean of Student Affairs to assist with Student Affairs, this additional position has been delayed due to budgetary considerations. It is tentatively planned that this position will be posted in the Fall of 2022.

In late February, 2022, the Director of Student Access and Advising, left CCC suddenly. This led to a decision to move forward with two positions, a Director of Advising, and an Accommodation Specialist. It is believed that this will provide better support for both students and faculty.





## **Section 2**

### Student Achievement

## Section 2: Student Achievement

### National Benchmarking

Clatsop Community College review student achievement measures annually and places emphasis on fall to winter term persistence, fall to fall persistence, graduation rates, and student retention. Clatsop uses census information for postgraduate success.

#### Persistence: Fall to Winter

Overall, Fall to Winter persistence was at a high of 58% in the 2019 to 2020 year which then dropped to 51% during the height of the pandemic and has significantly recovered increasing to 59% during the 21-22 program year. Of the students who persisted 49% were female and 34% were male with 17% not specified or non-binary. Persistence rates were highest for white and mixed-race students with non-traditional age students having a higher persistence rate over traditional age students. 86% of Pell Grant recipients persisted whereas 13% did not persist versus 76% of non-Pell recipients persisted whereas 23% did not persist. First-Generation and Non-First-Generation students had very similar persistence rates and there was no significant difference during the 21-22 program year.

#### Persisted F-W (Overall)

First Cred Term					
Persisted F-W	2017-18	2018-19	2019-20	2020-21	2021-22
Did Not Persist	88 51.16%	134 61.75%	76 41.99%	84 48.84%	76 40.86%
Persisted	84 48.84%	83 38.25%	105 58.01%	88 51.16%	110 59.14%
Grand Total	172 100.00%	217 100.00%	181 100.00%	172 100.00%	186 100.00%

#### Persistence: Fall to Fall

Fall to Fall persistence has been falling steadily since striking a high of 31% in 2017-18. The current Fall to Fall persistence level is a little under 20% which could be attributed to COVID since prior to the pandemic the rate steadied at 26%. Of the students who persisted 37% were female and 27% were male with 36% not specified or non-binary. Persistence rates were highest for Hispanic students and students represented as mixed race with traditional age students having a higher persistence rate over non-traditional age students. 32% of Pell Grant recipients persisted whereas 67% did not persist versus 24% non-Pell recipients persisted whereas 75% did not persist. For Pell Grant recipients this is the lowest persistence rate over the past 5 years. First-Generation and Non-First-Generation students had very similar persistence rates and there was only a 2% difference during the 21-22 program year.

## Persisted F-F (Overall)

First Cred Term					
Persisted F-W	2017-18	2018-19	2019-20	2020-21	2021-22
Did Not Persist	117 68.02%	159 73.27%	134 74.03%	132 76.74%	149 80.11%
Persisted	55 31.98%	58 26.73%	47 25.97%	40 23.26%	37 19.89%
Grand Total	172 100.00%	217 100.00%	181 100.00%	172 100.00%	186 100.00%

## Graduation Rates

CCC graduation rates usually hold at around 20% from year to year but during the 2018-19 year this dropped to 10.10% due to the fact that this cohort had the highest amount of students that transferred out at 20% and the highest amount to stay in courses past the normal graduation rate time period at 13%. This was also the year that the transition to a new Student Information System started and some data may have been coded incorrectly or lost in the transition. The following year, however, the graduation rate increased to a steadier and more consistent rate of 22.10% with a 3-year average of 17.53%.

Graduation Rates			
2017-18	2018-19	2019-20	Average
20.70%	10.10%	22.10%	17.53%

In addition to the above information, Clatsop Community College has a very successful TRIO SSS program which tracks all TRIO students for 4 years, or until they are no longer enrolled. Below is a snapshot as to what these students accomplished within 4 years and participating in TRIO SSS.

Cohort	Number in Cohort	Graduated	Of those that Graduated, Number that also transferred within 4 years	Transferred but did not graduate within 4 years	Neither graduated or transferred in four years
17-18*	117	159	134	132	149
18-19*	55	58	47	40	37
19-20*	172	217	181	172	186

\* Please note students may begin to participate in TRIO at any point in their college career. Consequently, the above data does not take into consideration if the student began to participate in TRIO sometime during their first year at Clatsop or in a following year. It also does not take into account if a student took time off then returned to Clatsop to complete their de-gree.

## Student Retention

CCC uses credits earned within the 1st year to determine retention. Looking over a 5-year period the average number of students earning 36 credits in the first-year averages 21%. The spike in this percentage during the 2020-2021 year definitely showcases the amount of individuals taking advantage of more flexible online, hybrid and remote educational opportunities that were not always available before the pandemic. This level then dropped closer to the average during the 2021-2022 year.

Of the students who were retained 26% were female and 54% were male with 20% not specified. Retention rates were highest for mixed race students and students who did not identify a race/ethnicity with traditional age students having a higher rate over non-traditional age students. 13% of Pell Grant recipients were retained whereas 86% were not versus 20% non-Pell recipients were retained whereas 79% did not persist. First-Generation students were retained at a slightly higher rate, 18%, while Non-First-Generation students were at 13% during the 21-22 program year.

### Earn 36 Credits in 1st Year (Overall)

First Cred Term					
Earned 36 CR in 1st Year	2017-18	2018-19	2019-20	2020-21	2021-22
Did Not Earn 36 CR Y1	133 77.33%	166 76.50%	149 82.32%	127 73.84%	151 81.18%
Earned 36 CR Y1	39 22.67%	51 23.50%	32 17.68%	45 26.16%	35 18.82%
Grand Total	172 100.00%	217 100.00%	181 100.00%	172 100.00%	186 100.00%

### Postgraduate Success

Data gathered from the U.S. Census Post-Secondary Employment Outcomes Explorer looking at data over a period of 10 years shows that the average salary for a Clatsop graduate gaining a 1-year Certificate 1-year following graduation was \$31,535 for all instructional programs excluding healthcare related professions with the low salary being \$26,429 and the high salary being \$37,697. Looking at healthcare professions the average salary is \$30,771 with the low salary being \$26,223 and the high salary being \$35,758. In looking at employment by industry the top four areas in order of greatest employees to least is Healthcare and Social Assistance, Other Services, Public Administration, and Professional, Scientific and Technical.

With the attainment of an AAS degree the average salary is \$33,578 for all instructional programs excluding healthcare related professions with the low salary being \$22,602 and the high salary being \$59,357. However, healthcare professions have a significant rise in salary after attainment of an AAS degree with the average salary being \$60,756, the low salary being \$52,901 and the high salary being \$69,933. In looking at employment by industry the top four areas in order of greatest employees to least is Healthcare and Social Assistance, Retail, Accommodation/Food Service, and Manufacturing.

## Regional Benchmarking

Clatsop is one of 17 community colleges, which is comprised of 60 campuses and centers throughout the state. Collectively, the 17 community colleges are the largest provider of education via distance technology, enabling remote study for job preparation or the accumulation of credits for transfer to a four-year university.

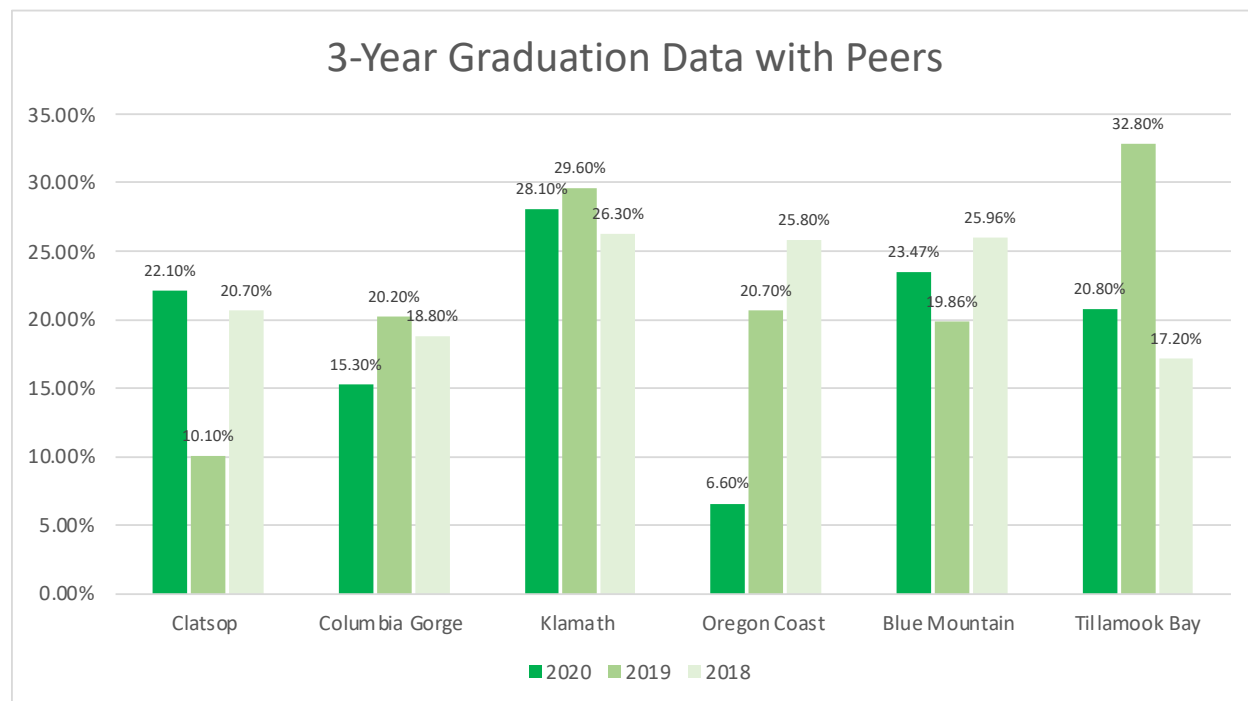
Within the 17 community colleges, Clatsop has identified 5 colleges that serve as Clatsop's peer colleges:

- Blue Mountain Community College, Pendleton, OR
- Columbia Gorge Community College, The Dalles, OR
- Klamath Community College, Klamath Falls, OR
- Oregon Coast Community College, Newport, OR
- Tillamook Bay Community College, Tillamook, OR

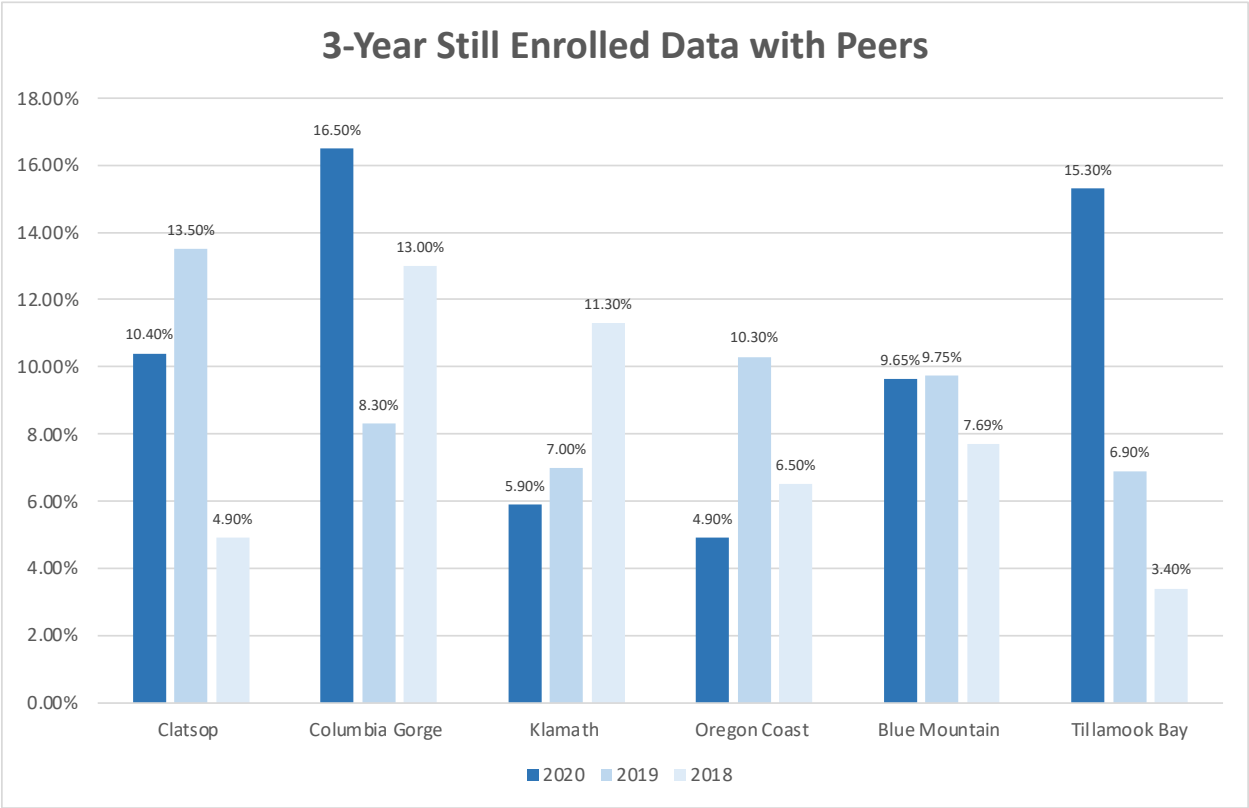
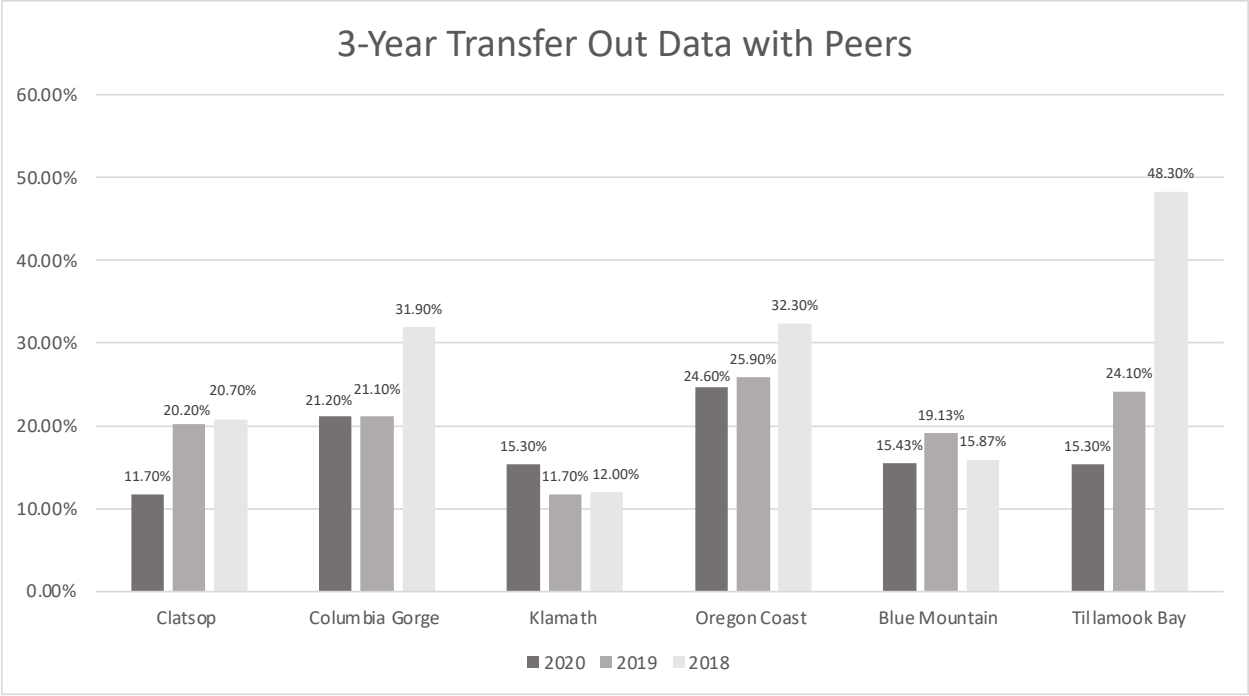


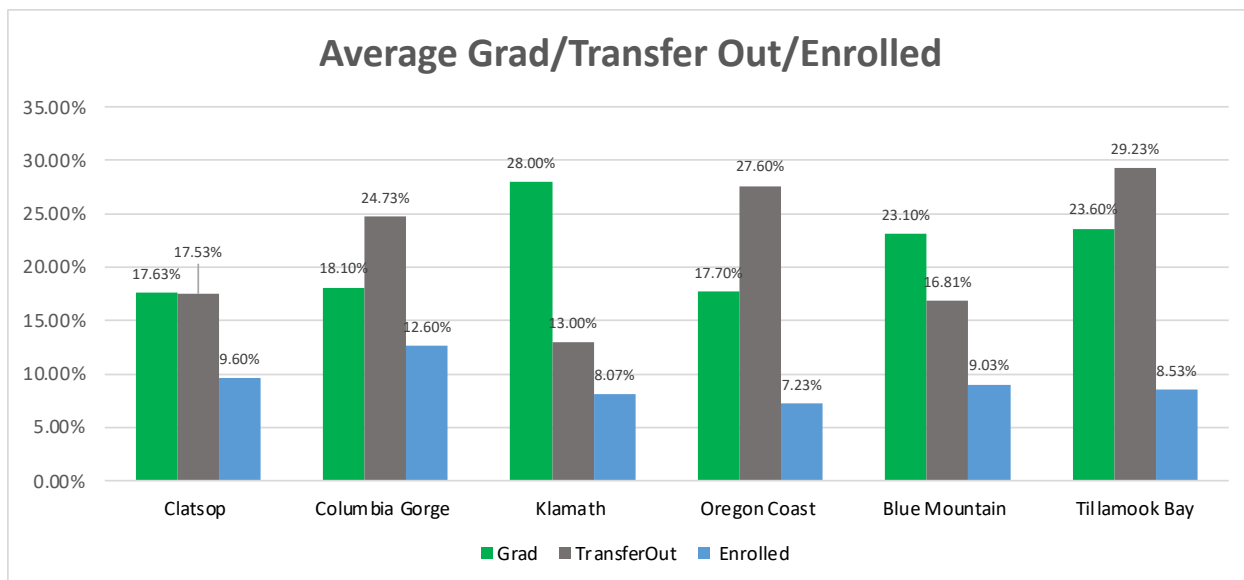
### 3-Year Graduation Rates with Regional Peers

Using state-provided data, these charts display the 3-year rates for students who graduated, transferred out and are still enrolled between 2018 and 2020.









Clatsop Community College uses the services of Linn-Benton Community College for our institutional research. When the College requested indicators disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, Pell status, we were informed that the information was not readily available. We were informed of the following: “In terms of the CORE schools where we do have that data, we cannot share data from the other institutions we work with without the respective presidents signing off. This is why we are working with Oregon Community College Association to create a statewide sharing just for this purpose. Which is what I would tell NWCCU. Oregon is not a system and we do not receive the support to inherently respond to this from the Higher Education Coordinating Commission: instead, we are building our own reporting through the Oregon Student Success Center but the proposed initial collection is not until winter this year (if approved and agreed to).”

## Analysis and Action

An analysis of CCC’s student achievement benchmarking tells a mixed story of students’ journey at the college. Fall to Winter persistence was at a high in the 2019-2020 year and then dropped to 51% during the height of the pandemic. Similarly, Fall to Fall persistence has been falling steadily during the pandemic since striking a high of 31% in 2017-2018.

CCC’s graduation rates dropped during the 2018-2019 year to 10.10 %, but have rebounded to 22.10% for the 2019-2020 academic year. The average graduation rate of our peer institutions for 2020 is 18.85%, so CCC’s 22.10% is higher than our peer institutions.

In the future, the work that the Oregon Community College Association has planned concerning the provision of disaggregated data will be very useful the CCC. The College plans to become adept at considering and applying disaggregated data in our decision making.



## **Section 3**

### Programmatic Assessment

## Section 3: Programmatic Assessment

Clatsop Community College has engaged in various forms of programmatic assessment to evaluate programs and outcomes including Academic and Educational Support Program Prioritization, Program Reviews, Programmatic Outcomes Assessment and Programmatic Strategic Planning. There are also additional accreditation assessments for the Nursing Program through the Oregon State Board of Nursing and EMT coursework, embedded in the Fire Science AAS degree, through the Oregon Higher Education Coordinating Commission Office of Community Colleges and Workforce Development.

### Institutional-Level Assessment

#### Program Prioritization

In 2020, the College began a Program Prioritization process to assist with budgetary decision making. This process connected to the 2018-2023 Strategic Plan under two Strategic Initiatives “Strengthen the Academic Environment for Students,” and “Advance Institutional Accountability”. In the latter, specifically Objective 3 “Utilize appropriate evaluation tools to promote resource allocations”.

Prior to the report criteria being sent out to all identified departments and programs, both Academic and Educational Support, a review and approval of the evaluation criteria and weighting was completed by College Council.

All identified departments and programs answered various questions about the specific areas of interest. These questions included the key criteria of program prioritization:

- History and Expectations
- External and Internal Demands
- Quality Inputs and Outcomes
- Size, Scope, and Productivity
- Revenue and Costs
- Impact
- Opportunity
- Contribution to Diversity
- Community Focus

The program reports were then ranked by College Council representatives using weighted criteria and shared with the Budget Advisory Committee to review and discuss the scores to assist with determining allocation of budgetary funds for the coming program years.

## **Program Reviews**

In Fall 2012, CCC faculty collaborated on building a new program review process that would answer critical program questions and linked to NWCCU and other accreditation standards. This process was then updated the following year to the program review process currently being utilized.

The effectiveness of each program is evaluated based on the degree to which the program meets its mission in context of efficiency and resources. Specific areas called out in the program review process include: mission and guidance; instruction/curriculum; faculty; students, resources and program efficacy.

CTE programs and any discipline (Math, Writing, Physical Science, Social Science, and Arts and Letters) supporting an AAOT, AGS degree, etc. participate in the review process. New programs that have just been approved by the state will have 3-5 years to build enrollments, design program outcome assessments and gather data sets prior to being reviewed. Being a smaller college, many program and/or program courses can support various if not all degrees and when that occurs those completing the reviews are asked to additionally address each level of instruction provided and in what program it is connected to. In addition, reviews are shared as needed between programs when a reference to a specific program or coursework is needed (i.e. a reference to a Drafting course that all Welding students take as part of the degree path).

Once complete, the programs review documents are sent to the Program Dean or Director to assess the narrative and data. Documents are then forwarded to the Vice President of Academic Affairs for final review and sign off. An electronic or hard copy of the program reviews are retained in the office of the Dean or Director overseeing the program area and are then updated by faculty each review cycle. The Vice President of Academic Affairs oversees this process which is on a 5-year rotation cycle but has seen some postponements of reviews in recent years due to high administrative/staff/faculty turn over and COVID-19.

## **Programmatic Outcomes Assessment**

Structured Programmatic Outcomes Assessment began in 2010 for all Career and Technical Education and Lower Division Transfer programs utilizing the Nichols 5-column chart template. The Outcomes Assessment chart has evolved over the years and includes information on program outcomes, measures, targets, findings and actions.

This annual assessment which is quite in-depth, and examines multiple outcomes of each program area begins annually fall term and is led by CCC Faculty. During this process, each program area collects data connected to program outcomes throughout the year from various sources then the faculty consider if the items used for evaluation are providing useful data and if what is used to score success are effective. In general, Deans/Directors and Faculty work together in a team model to evaluate each program, determine findings/actions, and then implement them, repeating the process the following year. This work is then discussed at Regional Advisory Committee meetings and Program Faculty meetings to develop action plans as needed.

## **Programmatic Strategic Planning**

In tandem with annual outcome assessments are annual updates to programmatic strategic plans which connect each individual program's strategic plan items/activities to the College's Core Themes and Strategic Initiatives embedded within the College's Strategic Plan. Each program determines how best to develop the programmatic strategic plan which can range from developing it with core program Faculty to developing it with a members from a Regional Advisory Committee or other internal or external partners. Emphasis is placed on overall program goals, annual objectives, measures, targets, findings and actions, if needed.

An example of how Programmatic Strategic planning shapes a program is best represented by the CCC Nursing program. Nursing, in preparation for a 2021 10-year review by the Oregon State Board of Nursing, drew information from its Programmatic Strategic Planning Process and, in turn, from the 2018-2023 College Strategic Plan, specifically the Strategic Initiatives "Strengthen the Academic Environment for Students," and "Access opportunities to improve existing programs and explore options for new programs." Examples from the Nursing Programmatic Strategic Plan and its process include setting annual objectives for program goals, identifying measures, achievement of targets, gathering of findings, developing an action plan (if needed) and linking the process to core themes and strategic initiatives. Some of the data nursing examines for this process includes 1) How graduates did on their first-time attempt on the national RN licensure exam (98.1% over the past four years); 2) Retention of fulltime faculty (100% over the past four years); and 3) Renewing all clinical affiliation agreements (100% renewed).

## **Programmatic Assessment: Criminal Justice**

### **Criminal Justice Program Review**

In 2022, Clatsop's Criminal Justice Program completed its program review under the new format which was developed in 2013. The review was completed by the Dean over the department and a Part-time Faculty member who has been with the program since its reinstatement in the 2016-17 catalog. The program review placed emphasis on Mission and Guidance, Instruction/ Curriculum, Faculty, Students, Resources and Program Efficacy. From this review three areas were determined to need further study or assistance from other college departments.

### **Criminal Justice Program Annual Outcomes Assessment**

The vision of the Criminal Justice program at CCC is to produce skilled Criminal Justice professionals, taught by a range of qualified instructors currently working professionally in the field, who local and regional employers want to hire.

Program outcomes were updated in 2017 through the Criminal Justice Regional Advisory Committee made up of representatives from law enforcement, parole and probation, criminal law, correctional facilities, and youth transition programs.



Learning experiences in the Criminal Justice program are designed to assist the student in realizing the following program outcomes:

1. Communicate effectively in the criminal justice culture: verbally, non-verbally, and in writing.
2. Work equally well on independent assignments and team efforts within the criminal justice system.
3. Locate and interpret current case law and statutes pertaining to specific criminal activity; take action that is supported by current law and statutes.
4. Work effectively with persons of different cultural heritage, gender, age and/or mental abilities.

Every fall in-service time is given to review program outcome assessments as related to the assessment of course tasks/activities that demonstrate the alignment between CJ courses and program outcomes and to determine next steps. If an assessment item has been successfully met then the assessment can continue for another year or be replaced by a new assessment that connects to the program outcome and, if not, then the assessment is reviewed for relativeness to the subject matter along with curriculum and instruction overall. In addition, all CJ courses connect with one or more of the program outcomes within the structure of the course or its specified outcomes.

### **Criminal Justice Program Prioritization Study**

In 2020, the College began a Program Prioritization process to assist with budgetary decision making. All programs both Academic and College Services answered various questions about the specific program areas. These questions ranged from internal and external demand, to program costs/revenues, and how the program fits into the College's Mission and Strategic Plan. The program studies were then ranked by College Council representatives and shared with the Budget Advisory Committee to help determine allocation of budgetary funds. The Criminal Justice program was ranked among 15 Academic programs total and fell right within the middle percentile of importance/need with a score of 55.42, 7 programs ranked higher and 7 programs ranked lower. As of this time, the program is running smoothly with the budget it currently has but all Program Prioritization documents will be utilized when and if more budget is needed.

### **Criminal Justice Program Strategic Planning Process**

In tandem with annual outcome assessments are annual updates to departmental strategic plans which connect each departmental strategic plan items/activities to the College's Core Themes and Strategic Initiatives embedded in the College's Strategic Plan. For the 2021-2022 Criminal Justice Strategic Plan, emphasis was placed on gaining more CJ Part-time Faculty, gaining additional membership for the CJ Regional Advisory Committee and better promoting the AAS degree within the regional community.

The Criminal Justice program is very critical to the mission and strategic plan of the college. The CCC Mission is Enriching Lives, Inspiring Learning, Creating Opportunities. Students in our program are not just enriching their lives with the knowledge of how the CJ system works, but they also gain a clear understanding of individual Civil Rights and legislation. This not only benefits their personal lives but benefits their work lives and interactions with the immediate community. When Criminal Justice students are inspired learners, they will share the knowledge they have with others. Additionally, the knowledge they gain will affect their interactions in work and community settings. This program not only provides students with the education and training to work in the CJ field, but also trains them for meaningful work in social service areas and private business opportunities.

The Criminal justice program connects with all of the strategic initiatives within the Strategic Plan, but specifically with the second initiative “Cultivate Connections with the Community”.

- 1. Create a community outreach team for coordination and connection of internal effort with external partners.**

The Criminal Justice Program would not exist if it were not for the external partners who voiced their interest in bringing the program back. The Criminal Justice Regional Advisory Committee provides continuous feedback and guidance regarding our Criminal Justice Program and was instrumental in updating program outcomes and course updates within the program. Members also keep the program up to date on various topics within the field

- 2. Partner with public and private entities to expand options for experiential and Service learning.**

Criminal Justice program students participate in Cooperative Work Experience with various public and private employers in the local area connected to public safety. These include but are not limited to: Clatsop County Sheriff’s Office; Naselle Youth Camp; Warrenton Police Department; Cannon Beach Police Department and 911 Dispatch.

- 3. Increase community and partner participation at the College.**

The Criminal Justice program through its Regional Advisory Committee is always looking for ways to partner to strengthen the program and benefit our students whether that be via a new scholarship opportunity, a new Cooperative Work Experience site or a new Part-time Faculty member. Advisory members also bring unique opportunities for staff and students to participate in. For example, the local police departments provide a Citizen’s Police Academy that students have participated in. Additionally, students have had a couple of field trip opportunities that allowed them to view the ORPAT, the physical test that all potential police officers must pass. Prior to the closing of the regional Oregon Youth Authority, the Juvenile Corrections class was able to tour the Oregon Youth Authority and learn about job opportunities with OYA.

- 4. Support expansion of community education and customized training, as appropriate.**

There is an opportunity to develop weekend workshops around the Criminal Justice field similar to what Historic Preservation and Restoration has. These weekend workshops could be for credit and tied to the Criminal Justice degree program or they could be non-credit offerings with Continuing Education Units tied to the Workforce Development Department. Pre-Covid the program was contacted regarding using CCC classroom space for a regional DPSST training that was being hosted by one of our Police Chief committee members. We also have local law enforcement officers that have been trained in specific areas, and we have wanted to provide the opportunity for further law enforcement professional development training to occur.

## **Next Steps**

In developing the Criminal Justice Program Review document it was determined that three areas either needed to be re-evaluated or needed assistance from other Clatsop departments during the 2022-2023 program year. These include:

- 1. Review courses connected to annual outcome assessments to see if there are better course connections that may have been missed when first developed.**

With the decrease in Cooperative Work Experience activities at the College over the past several years due to COVID-19, increased coursework flexibility, and other actions beyond the control of the Criminal Justice Program, the Regional Advisory Committee will be asked to review the three outcome assessments linked to Cooperative Work Experience and determine whether they should be continued or another course/activity should be used to evaluate those program outcomes.

- 2. Discuss with the CCC Marketing Department targeted marketing for the Criminal Justice Program to increase community knowledge and prospective student interest.**

When the Criminal Justice Program was cut due to a budgetary crisis back in 2012 many local articles were written about the loss of the program, however, when the program was re-established in 2016 not much was said about the program coming back. Thus, all the program promotion for Criminal Justice has been word of mouth through the Regional Advisory Committee and program Faculty and Staff, brochures and pamphlets, and minimum targeted promotions. For this program to thrive post COVID-19 more needs to be accomplished by the CCC Marketing Department to get the word out about all CTE programs and their importance to the community at large.

- 3. Discuss with the CCC IT Department ways for that area to be more responsive when it comes to consistent and adequate classroom set-up and to Part-time Faculty needs.**

This is an issue campus-wide and not just with the Criminal Justice Program. This issue will be brought up with the membership for the Technology Committee that will begin its new year of membership in Sept. 2022.

## **Programmatic Assessment: Nursing**

### **OSBN Self-Study**

In 2020, Clatsop's Nursing Department completed an in-depth self-study as part of ongoing approval by the Oregon State Board of Nursing (OSBN). This self-study was submitted to the OSBN in January 2021 and a representative of the OSBN performed a site survey visit in March 2021. Later that month the OSBN re-approved the Clatsop Nursing Program for 8 years (the maximum time allowed by rule). A number of commendations were given to the Program and 6 recommendations were given to the college to improve its work in supporting the Program. All of these recommendations were addressed over the course of the following year and an update report was presented to the Clatsop Board of Education in April 2022.

### **Clatsop Annual Educational Program Outcomes Assessment**

The Nursing Program follows the Clatsop CC process for annual educational program outcomes assessment which begins in September of each academic year. It is faculty led, quite in-depth, and examines multiple aspects and outcomes of the Program. In general, the director and faculty work together in a team model to evaluate the Nursing Program, determine updates/changes, and then implement them—then repeat the process the following year. The faculty and director collect data regarding many items, including Program admission standards, course/program completion, graduates, NCLEX (licensure) pass rates, intent to pursue a BS in Nursing, and employment. A separate section of the grid assesses faculty identified measures of achievement of the 8 nursing specific Program outcomes. During this process, faculty carefully consider if the items used for evaluation are providing useful data and if the rubrics used to score success are effective. This work is discussed during nursing faculty meetings with the director and plans of action are developed as needed.

### **OCNE Statewide Review Process**

The Clatsop Nursing Program is part of the Oregon Consortium for Nursing Education (OCNE). The director and faculty participate on statewide committees that follow a three-year rotating review cycle of all aspects common to member nursing programs in the Consortium. Most recently, an OCNE review of the all-in-one documents for four courses, NRS110, NRS111, NRS230 and NRS231 was completed; the courses then were put through the Clatsop curriculum review process overseen by the college's Instructional Council (IC). Once approved by the IC, the course updates were submitted to the State following standardized processes of the Higher Education Coordinating Commission. Four more nursing courses are currently in process of review with the remaining two courses of the curriculum to begin the review process in the 2022-23 academic year.

### **Clatsop Program Prioritization Study**

In 2020, the Nursing Program piloted a Program Prioritization study launched by the college. The director spearheaded this project and submitted the document for review to the Clatsop

President's Budget Advisory Committee. This work was used as an early example of the process for other programs/departments at the college.

### **Clatsop Strategic Planning Process**

The college also asks departments to report on their engagement in Strategic Planning related to the Clatsop identified Core Themes: This review in the Nursing Department evaluates several non-curriculum aspects of the Program, including ongoing compliance with OSBN Division 21 Standards for Nursing Education Programs; nursing faculty recruitment, training, evaluation and purposeful professional development; student participation in college activities; obtaining and maintaining equipment and supplies; administrative support; community relationships; COVID-19 response planning; Nursing Program promotion; commitment to annual training and promotion of equity and inclusiveness; participation by director and faculty on college governance committees. The director annually updates this grid and goes through items in it with the nursing faculty.

Looking forward, the Nursing Program faculty members and director are taking a number of actions to continue to refine and improve the Program. These include:

#### **1. Annual review and updates to admission process/standards**

During the pandemic, processes for application and phase 2 of the process were adjusted to allow applicants to complete all parts remotely. It was subsequently found that applicants were able to successfully complete all parts of the process remotely and this will be an ongoing strategy to support applicants. This year's review will include reviewing processes currently required of applicants to demonstrate work experience.

#### **2. Annual review and updates to the Nursing Program Student Handbook**

In the 2021-22 edition, for example, updates were made to several sections, including the addition of a link to the Oregon Health Authority requirements for clinical placement; the addition of a policy on invasive procedures in the nursing skills lab, the addition of a progression and retention policy; refinements of the second chance (re-entry) admissions policy; addition of a student needing accommodations policy; and updates to the clinical attendance & participation tracking tool used by all clinical instructors. During the year the director participated in an Oregon Council of ADN & PN Program (OCAP) review of the statewide shared Technical Standards for nursing students; this updated document will be part of the revised information in the 2022-23 edition of the handbook.

#### **3. Use of college initiatives to support students**

As an example, the college has recently created a position for a Benefits Navigator (resources coordinator) to help connect students to resources to support them. The recently hired benefits navigator gave a short presentation and her contact information to the newly admitted class of 2022-24 in June 2022; the coordinator is scheduled to present the same information to the class of 2021-23 in September when the students return from summer break.

#### **4. Quarterly review of student attrition**

Any time a student leaves the Program before completion, causative factors are examined and plans of action, if indicated, are implemented. Qualitative observations are used primarily to provide information due to the small numbers of students we enroll. As an example, for the 2019-20 academic year, the first-year course NRS230 was moved from winter term to fall term. The rationale was to help reduce attrition due to course failure in winter term. All first-year students who completed winter term 2020 received passing grades. Faculty continue to track attrition and if this change promotes student success.

#### **5. Faculty evaluation information**

The Nursing Program follows college processes for faculty evaluation. Full-time faculty are evaluated on a rotating 3-year cycle which includes student evaluation questions about courses and course content taught. The director and another faculty member also conduct separate class observations of the faculty member being evaluated. The faculty member uses this information to write a self-evaluation. All components of the review are collected, and the director writes a summary of the evaluation, which is also shared with the faculty member before submission to the college's human resources department. Faculty use the feedback to improve their courses and course delivery.





## **Section 4**

### Moving Forward

## **Section 4: Moving Forward**

### **Strategic Planning**

The College is currently working under the 2018-2023 strategic plan. The College plans to spend the academic year 2022-2023 forming the 2023-2028 strategic plan. As a first step, the following three employees met on August 8, 2022, to discuss initial plans for developing the 2018-2023 strategic plan: Chris Breitmeyer, President, Peter G. Williams, Vice President of Academic and Student Affairs, and Desiree Noah, Director of Human Resources. We were fortunate to be joined by Dr. Deborah Howe, a local retired college president who has extensive experience with accreditation and strategic planning.

Our discussion focused on some foundational thoughts. We agreed that a new strategic plan should be simple, inspiring, and not overwhelming, so that it can be a useful guiding document in everyday decision making. Ideally, we will be able to take the strategic planning process down to the department level (academic and administration) so that everyone on campus has a full understanding of the roles they play in realizing the college's goals. It is important to establish a long-term process in both plan development and implementation that allows for periodic reflection and strategic thinking. Efficient, relevant data collection should be imbedded in all aspects of the strategic plan and implementation. The strategic plan needs to include measurable objectives, strategies, and timeframes along with assigned responsibilities. Lastly, the development of the strategic plan should start with guiding principles. Examples include relevancy to community, and being student centered.

We recently provided this framework to President's Cabinet meeting. It was very well received by Cabinet members. The next step is to establish a group for developing the guiding principles that will include the Cabinet, a Board of Trustees representative, union representatives, and a student representative. Also, examples of successful College strategic plan or plans will be provided. This group plans to meet before September 19 with the goal of developing guiding principles.

The College has a campus wide Inservice scheduled for September 19. During this time I plan to provide three sessions concerning Strategic Planning, along with an update concerning the upcoming accreditation site visit.

### **Future Ready Oregon**

The legislation of SB 1545 Future Ready Oregon funding package provided several different funding opportunities that are focused on advancing equitable workforce system that support education and training so individuals can enter the workforce. \$14,900,000. was set aside for the 17 colleges that have Career Pathway Grants and each college was required to complete a grant plan for the allocated amount that the HECC provided. The Career Pathway team for Clatsop Community College Received a grant for \$486,243 (\$463,088 after indirect is taken). This funding will benefit Career Technical Education (CTE) students who participate in a Career Pathway, One year certificate, and two year AAS degree.

Some of the highlights of what we have planned for the funding are the following:

- We will be hiring an additional Future Ready Coordinator, Data Analyst, and Data and Curriculum Tracker. Due to the increase in grant deliverables an additional coordinator will be needed to ensure that we can meet the goals for the timeline. The Data Analyst and Data and Curriculum tracker are necessary due to the data reporting requirements.
- The implementation of the Clatsop Academic Resource and Education Support team. This team is focused on providing wraparound education support. This team will be made up of the CP Coordinator, Dean of Workforce Education and Training, Director of Advising, ABS/ELL team, SNAP program assistant, NW Oregon Works, and Equus Works colleagues. It is important that we collaborate with our NW Oregon Works and Equus colleagues because they are also receiving funds. If we collaborate there can be a better outcome for students, if we are not working together then we are competing for the same students.
- Grant funds will also be focused on student supports (gas cards, bus passes, bookstore vouchers, safety equipment, laptops, and instructional equipment).
- Additional funds will be used to decrease barriers for CTE students with disabilities. Currently the Coordinator is working with the Director of Advising at identifying supports. The following are some ideas: Sensory kits, tecthough.com, Dragon Speaking, Text to speech tools. We are also reaching out to additional colleges to inquire about looping technology. We may be able to update some of the CTE classrooms with looping technology, this would lessen the barrier students with hearing impairments may have.

## **Enterprise Resource Planning**

Clatsop Community College is at an important juncture confronting circumstances brought upon by the implementation of an Enterprise Resource Planning (ERP) system that did not meet our standards for student support and service. The ERP software impacts everything at Clatsop Community College. The inadequacies of the system have presented challenges for student registration, advising, scheduling and business office function. The College is in the processes of disengaging from its current system and has issued an RFP for a new ERP provider. To do so we created an ERP Replacement Plan.

The ERP Replacement Plan outlines the steps and requirements needed to transition from our current ERP product (Anthology) to a new ERP system that more closely meets our institutional, staff, and student needs. Moving to a new ERP will require investments not only in a new product but also in personnel to ensure that our team is able to support students during this transition. An ERP Replacement Team has been formed, made up of front line staff, subject matter experts, faculty, and CCC cabinet members, all of whom have contributed to the plan and will be involved in the extended planning process.

Clatsop Community College engaged the services of a consulting firm, Virtual Information Executives (VIE), to review the initial draft ERP plan created by CCC's ERP Work group and to perform a high-level assessment of the Anthology ERP project. The assessment identified areas for improvement in the selection and implementation process. VIE has worked with the CCC team to update this plan based on the findings from the assessment and best practices

for ERP Implementation. This ERP Replacement Plan has three phases, 1) Initial Planning and Preparation; 2) Selection; 3) Implementation.

The ERP Replacement Team has completed the initial planning and implementation phase which involved preparing a solid foundation for the project and gathering information needed to issue a Request for Proposals (RFP) to align with CCC's needs for an ERP system. The College has identified key deliverables needed prior to implementation. The plan defines the project approach including change management, user impact, funding, and external resources. It defines project teams, roles, and governance structure. It assigns which teams are responsible, accountable, consulted, and informed for each key deliverable.

The College is currently in the selection phase and have issued and received responses to our RFP. Experience with community colleges and a robust user group will be a significant part of our evaluations. Another component of the evaluation will involve the scope of the product. The more core functions they can accomplish for the College, the more ancillary provider costs the College may be able to shed and avoid the challenges brought on by integrations. The RFP Evaluation Committee includes front line staff, faculty, and subject matter experts.

Response evaluation criteria have been defined, and a scoring sheet has been created to analyze and rank each vendor across these criteria. The College has selected two providers to move forward to the demonstration phase. On campus demonstrations have been scheduled to allow for an in-depth evaluation of the products. Selecting a system that allows faculty and staff to serve students is the goal of this process. Once a system is selected the College will move to the implementation phase.

A key aspect of the project team structure is engagement of a dedicated Implementation Project Manager. The Project Manager will represent CCC for all aspects of the project, will be the liaison between Anthology and CCC as we exit from their services, and will work with the implementation vendor to lead the implementation of the new system. Their authority will extend to allocation of personnel assignments as needed for implementation. The Project Manager will report directly to the President and provide reports to the Board of Trustees on the progress of the project. This individual's engagement will span the life of the project.

The vendor implementation partner will collaboratively work with CCC ERP teams to help them understand these best practice workflows and their configurable options before starting system configuration. The CCC teams will need to be active during process workflow definition and system configuration as understanding the structure of the system will be critical to our user's ability to troubleshoot moving forward.

The implementation phase will take from 12 to 18 months. The end result will be an improved student experience interacting with college systems and allow for better service to students by staff and faculty. Until implementation is completed Clatsop staff will continue to work with our current ERP to provide services to our students.

## **Credit for Prior Learning**

The Oregon legislature passed Senate Bill 1545 (“SB 1545”), allocating one-time funding for the purpose of “Increasing opportunities for students from priority populations to receive academic credit for prior experience or skills gained outside of traditional higher education institutions, with such academic credit counting toward a certificate or credential that provides a pathway to employment or career advancement.” Clatsop has received \$50,000 to develop credit for prior learning assessment criteria and processes to be shared with all CCC Faculty and Staff and for the recruitment of and outreach to priority populations including but not limited to Veterans, Women, and Low-Income communities.





# Addendums



## Addendum Concerning Recommendation

This addendum is in response to the request from NWCCU, dated July 23, 2021, that Clatsop Community College address Recommendation 2 of the 2019 Fall Mission Fulfillment and Sustainability Evaluation.

“Review and revise its institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making (2020 Standards 1.B.1, 1.B.3, 1.B.4).”

### Overview

Clatsop Community College (CCC) is making slow but incremental progress on addressing NWCCU's recommendation to review and revise its institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making. This recommendation concerning institutional planning was first provided to the College in the February 3, 2020 letter following the Fall 2019 Mission Fulfillment and Sustainability Evaluation. Subsequently CCC had three Ad Hoc Reports (one concerning a different recommendation) and a two visits to review progress on this recommendation. While the other recommendation was satisfied, the recommendation on planning remains. During the October 2021 visit, the evaluator recommended several suggestions for making progress on the recommendation:

1. Complete an analysis of strategic plan indicators to ensure they are meaningful and verifiable.
2. Create thresholds for strategic plan indicators.
3. Decide on the subset of strategic plan indicators to serve as mission fulfillment indicators.
4. Threshold of mission fulfillment needs to be determined.
5. Implement a revision of campus planning processes based on incorporation of these indicators to provide data driven decision making.

CCC recognizes the urgency necessary to address the recommendation, and we are taking steps to do so in a manner that (1) demonstrates meaningful and immediate progress, (2) includes input and feedback from college and community stakeholders, and (3) moves the College forward in a meaningful, long-term manner.

This report outlines accountable parties, measurable indicators of success, institutional planning processes, tasks to date, and future steps. With the return of faculty and staff in September, the College anticipates additional progress to share with the evaluator in October.

## **Accountability**

The individual responsible for the finalization and implementation of the plan to address Recommendation 2 is Dr. Peter G. Williams. He serves as the Vice President of Academic and Student Affairs and the Accreditation Liaison Officer. The Board of Education is responsible for establishing policies that define the institutional mission. The President is responsible for institutional planning among other duties.

An Accreditation Work Group was formed after the Spring 2021 site visit. This work group includes the Vice President of Academic and Student Affairs, the Dean of Transfer Education, the Dean of Workforce Education and Training, the Director of Human Resources, the Director of Communications and Marketing, the Foundation Director, a Full Time Faculty representative, a Part Time Faculty representative, and a Classified Staff representative. The Full Time Faculty representative recently left the College and will be replaced in September, and the Classified Staff representative is Helen Keefe. The Part Time Faculty representative is Ryan Hume. A subgroup of the Accreditation Work Group, titled the Accreditation Technical Group, includes the Vice President of Academic and Student Affairs and the two Deans. A recent periodic addition is Dr. Deborah Howe. She is a local community member and a retired college president with extensive experience with accreditation and strategic planning.

A regular topic of these various groups is to review and revise our planning process. The focus of these discussions is how to develop a cycle of planning that incorporates measurable indicators for decision making.

## **Measurable Indicators of Success**

During the Ad Hoc Site Visit on April 29, 2021, the peer evaluators observed correctly that the objectives in the Strategic Plan 2018-2023 are not measurable. The College has since developed measurable indicators of success for each objective within Clatsop Community College's four strategic initiative areas. These measurable indicators of success can be found at the end of this addendum.

## **Institutional Planning Processes**

Clatsop Community College has a robust shared governance model. The elected Board of Education oversees the College President and meets monthly. The President holds bi-weekly meeting with his 11-member Cabinet. Every Cabinet meeting during the academic year starts with a guest appearance of representatives from the Full Time Faculty Union, the Part Time Faculty Union, and the Classified Staff. The Vice President of Academic Affairs meets with his Instructional Leadership Team on a weekly basis. The Vice President of Student Success also meets with his Student Affairs team on a weekly basis. College Council is the primary shared governance body, with broad representation from various stakeholders across campus. The College has a robust Committee structure focused around broad representation. Most committees include student representatives.

Shared governance is a strength of the College that will support and enhance the work that we are involved in to improve this mission and measurement driven institutional planning process.

The staff and faculty are very passionate about the College, and value working together to support the College in its valuable work of supporting the success of students.

The Accreditation Work Group (AWG) is under the auspices of the College Council. The AWG's charter is to be responsible for implementing and evaluating the College's strategic planning process. Within this work, they shall coordinate the development of the Strategic Plan, including the use of consultants, monitor the Strategic Plan and the outcomes, and propose recommendations for changes to the Strategic Plan, as well as changes to the strategic planning process. They shall also regularly report on the College's progress on the strategic indicators to the College Council and the campus community.

The College believes that a revised planning process will result in (1) regular review of institutional data to inform strategic decisions, (2) alignment of Board and College leadership established goals with goals and strategies at the department level, and (3) regular and meaningful reporting processes.

### **Accreditation Work Group Activities**

The Accreditation Work Group has a number of activities that we are engaged in:

- Doing an assessment of the Measurable Indicators of Success listed in the Appendix to better understand which have adequate data in hand and which need to have the data developed.
- Reached out to our Institutional Research staff to determine how to develop data collection processes in a way that data automatically flows to the Accreditation Work Group when it is generated.
- Developing a table of key performance indicators that align with our strategic planning and with readily available data.

### **Strategic Planning 2023-2028**

The College is currently working under the 2018-2023 strategic plan. The College plans to spend the academic year 2022-2023 forming the 2023-2028 strategic plan. As a first step, the following three employees met on August 8, 2022, to discuss initial plans for developing the 2018-2023 strategic plan: Chris Breitmeyer, President, Peter G. Williams, Vice President of Academic and Student Affairs, and Desiree Noah, Director of Human Resources. We were fortunate to be joined by Dr. Deborah Howe, a local retired college president who has extensive experience with accreditation and strategic planning.

Our discussion focused on some foundational thoughts. We agreed that a new strategic plan should be simple, inspiring, and not overwhelming, so that it can be a useful guiding document in everyday decision making. Ideally, we will be able to take the strategic planning process down to the department level (academic and administration) so that everyone on campus has a full understanding of the roles they play in realizing the college's goals. It is important to establish a long-term process in both plan development and implementation that allows for periodic reflection and strategic thinking. Efficient, relevant data collection should be imbedded

in all aspects of the strategic plan and implementation. The strategic plan needs to include measurable objectives, strategies, and timeframes along with assigned responsibilities. Lastly, the development of the strategic plan should start with guiding principles. Examples include relevancy to community, and being student centered.

We recently provided this framework to President's Cabinet meeting. It was very well received by Cabinet members. The next step is to establish a group for developing the guiding principles that will include the Cabinet, a Board of Trustees representative, union representatives, and a student representative. Also, examples of successful College strategic plan or plans will be provided. This group plans to meet before September 19 with the goal of developing guiding principles.

The College has a campus wide Inservice scheduled for September 19. During this time I plan to provide three sessions concerning Strategic Planning, along with an update concerning the upcoming accreditation site visit.

## **Conclusion**

In summary, we have taken steps with our leadership and accreditation teams to set in motion the necessary steps to reform CCC's planning process into a data-informing approach that supports assessment of mission fulfillment and informs strategic decisions at the College. At the same time, the development of a significantly different planning process that integrates planning at the institutional level with planning at all levels of the College requires a thoughtful process to gather stakeholder feedback. This will take time, but will yield significant results.

As the College confronts a number of external and internal challenges similar to other institutions (declining enrollment, new enterprise systems, ongoing pandemic, etc.), establishing a data-informed integrated planning process will be critical to informing strategic decisions.

The vision for the College concerning accreditation is to have all of our systems set up in such a way that the appropriate data gathering is occurring in the background of all of our activities. In turn, this data is feeding into our decision making on a regular basis. When the time comes to prepare reports for NWCCU, it is all readily available and clearly demonstrates how it is supporting mission fulfillment.

We look forward to sharing our progress at the upcoming visit.

## Measurable Indicators of Success

This document contains the measurable indicators of success that have been chosen to measure mission fulfillment moving forward. Some of the available data is included.

### Strategic Initiative: Strengthen the Academic Environment for Students

**Objective 2 - Improve academic scheduling to make it possible for students to graduate in two years.**

#### Description

In order to support our students graduating within 2 years, CCC must provide more collaboration within the campus community to develop various schedules including modalities that support student learning.

#### Measurable Indicators of Success

- **Measurement:** Annual Graduation rates (all certificates and degrees)

#### Data Review

##### Graduation Rates

CCC graduation rates usually hold at around 20% from year to year but during the 2018-19 year this dropped to 10.10% due to the fact that this cohort had the highest amount of students that transferred out at 20% and the highest amount to stay in courses past the normal graduation rate time period at 13%. This was also the year that the transition to a new Student Information System started and some data may have been coded incorrectly or lost in the transition. The following year, however, the graduation rate increased to a steadier and more consistent rate of 22.10% with a 3-year average of 17.53%.

Graduation Rates			
2017-18	2018-19	2019-20	Average
20.70%	10.10%	22.10%	17.53%

In addition to the above information, Clatsop Community College has a very successful TRIO SSS program which tracks all TRIO students for 4 years, or until they are no longer enrolled. Below is a snapshot as to what these students accomplished within 4 years and participating in TRIO SSS.

Cohort	Number in Cohort	Graduated	Of those that Graduated, Number that also transferred within 4 years	Transferred but did not graduate within 4 years	Neither graduated or transferred in four years
17-18*	117	159	134	132	149
18-19*	55	58	47	40	37
19-20*	172	217	181	172	186

\* Please note students may begin to participate in TRIO at any point in their college career. Consequently, the above data does not take into consideration if the student began to participate in TRIO sometime during their first year at Clatsop or in a following year. It also does not take into account if a student took time off then returned to Clatsop to complete their de-gree.

Five years of data is available and in hand.

- **Measurement:** Annual Transfer rates (Clearinghouse report)

### Data Review

Five years of data is available and in hand.

- **Measurement:** Number of graduates completing in two and three years (all certificates and degrees)

### Data Review

Five years of data is available and in hand.



## Strategic Initiative: Cultivate Connections with the Community

**Objective 1 - Create a community outreach team for coordination and connection of internal effort and external partners.**

### Description

In order to organize a community outreach team for coordination and connection of internal effort and external partners, we must identify and strengthen communication, participation, recruitment, and marketing efforts towards our external partners.

### Measurable Indicators of Success

- CCC Foundation's internal efforts to increase outreach and fundraising support are coordinated to connect with and grow the number of external partnerships.
  - **Measurement:** Foundation Statistics; Annual reports of number of active supporters in the donor database, amount of annual money raised, donor retention percent, number of new donors, average gift amount received.

### Data Review

To date, this information has been generated when requested, but not formally developed as an annual report. The plan is to annually report during the July Foundation Board meeting a fiscal year summary (July 1-June 30) that will include:

- Number of active supporters:
  - Number of active donors
  - Number of contacts who receive the e-newsletter and percent of contacts who open the email
- Amount of annual money raised
- Donor retention percent
- Number of new donors
- Number of fundraising event sponsors
- Amount of average gift received

For the 2021-2022 fiscal year, the data is as follows:

	2022-21	2020-21	2019-20	2018-19
<b>Number of active donors</b>	358	273	139	231
<b>Number of contacts who receive the e-newsletter</b>	Jan 2022=1,372 May 2022=1,401 BPOM Save the Date=453	Nov 2020=1,203 Sent (Generic List) April 2021=466 (Targeted List)	NA	NA
<b>Percent of contacts who open the email</b>	Jan 2022=36% May 2022=42% BPOM Save the Date=79%	Nov 2020=34.1% (Generic List) April 2021=63.7% (Targeted List)	NA	NA
<b>Amount of annual money raised</b>	\$1,001,492.30	\$682,449.63	\$318,787.05	\$256,287.54
<b>Donor retention percent</b>	54.58%	60.43%	42.86%	56.73%
<b>Number of new donors</b>	141	102	22	76
<b>Number of fundraising event sponsors</b>	68	25	34	42
<b>Amount of average gift received</b>	\$839.41	\$756.60	\$532.20	\$360.97

## **Objective 2 - Partner with public and private entities to expand options for experiential and service learning.**

### **Description**

In order to partner with public and private entities to expand options for experiential and service learning we must identify and strengthen options for students to engage with local businesses, agencies, and organizations.

### **Measurable Indicators of Success**

- Cooperative Work Experience (CWE) will provide opportunities for students to engage in meaningful, relevant work experiences and support local business needs.
  - **Measurement:** Number of students successfully completing the program as part of course requirement, number of employers participating in the program; employer satisfaction survey. Percentage of employers who return to participate in the program.

### **Data Review**

The Clatsop SBDC assumed leadership of the CWE program in November '20, and the program is in a re-building phase. Year-to-year employer retention data is currently unavailable.

CWE staff is updating the CWE Learning Agreement/Contract, creating new student and employer handbooks, updating the course syllabus, and designing new ways to create individualized career readiness opportunities for students.

Year	Total Students	Total Employers
2018-19	41	Data unavailable
2019-20	38	Data unavailable
2020-21	13	11

### **Objective 3 - Increase Community and Partner Participation at the College.**

#### **Measurable Indicators of Success**

- Engage employees in participating in college-led functions on campus.
  - **Measurement:** Percentage of CCC employees participating in the yearly Employee Giving campaign.

#### **Response**

The Foundation annually hosts an employee giving campaign. The goal is to encourage employees to participate and make a gift of any size. All employees receive a notification letter of the campaign that includes the various ways they can make a gift and a list of the various scholarship and program funds to designate the gift to support. The total number of employees who make a gift is then divided by the total number of full-time employee at CCC to calculate the participation percentage.

For 2021-2022, the Foundation employed a new strategy for the annual employee giving campaign to encourage participation. Go for Green was the theme where employees who made a gift could create an individual art piece on a provided piece of paper that included a statement to share how/why they support students at Clatsop Community College. At the end of the campaign a day and time was selected to visit each campus location so all who made a gift would have the opportunity and supplies to participate in the art piece. As an extra layer of collaboration, the students from the painting class created the background and students from the basic design class prepared the final Go for Green art piece.

The participation level of 73% was less than the previous 87% achieved with the Polar Plunge in 2020-21. However, the positive energy and team atmosphere fostered from participating in a collaborative artwork for those who made a gift was perceived as a valuable outcome from the new motivational strategy incorporated with the 2021-22 employee giving campaign. The intent for the 2022-23 employee giving campaign is to continue to employee group activity positive motivators to increase participation above 73%.

- Increase number in the alumni database to contact and encourage participation in CCC opportunities and events.
  - **Measurement:** Annual number of alumni records added and total number of alumni records in Foundation database.

#### **Response**

The student life cycle as an alum begins at recruitment and/or enrollment. The Foundation has designated an Alumni Committee. The committee is currently composed of a Chair and four additional members with connections to the Foundation and/or College. The committee has defined alumni as those who have attended classes and/or completed certificate or degree programs at Clatsop Community College.

One of the Alumni Committee members compile a list of graduates from programs obtained from 1963-1985, there were over 1,400 identified graduates, however, there is no associated contact information. In partnership with the Registrar's Office, over 1,900 graduates with contact information have been shared that encompasses 2006-2022. Initial efforts to build relationships with alumni will be through email and inviting to participate in the annual fundraising event.

The committee partnered with ASG at the Be Part of the Magic fundraising event program on April 30 to host an alumni table to share information and participate in a photo booth. The Committee plans to coordinate with Student Services to engage with currently enrolled students to establish relationships and incorporate them into the alumni culture. At the September 21 New Student Orientation event the Foundation will participate with an information table. In addition, the CCC Foundation is partnering with NW Natural who is sponsoring the BBQ lunch at the event for students, faculty, and staff.

**Comment from Angee (08/09/22):** I updated the information I provided in October 2021 with the July 1, 2021-June 30, 2022 data. As the Alumni Committee evolves, we should be able to add some measurements related to alumni engagement to tell the story beyond increasing the number of alumni in the database. Please let me know if you have any questions or need any additional information to help with the accreditation updates.

## Objective 4 - Support Expansion of Community Education and Customized Training, as appropriate.

### Description

In order to support expansion of Community Education and customized training, as appropriate, we must respond to evolving community needs, issues and opportunities.

### Measurable Indicators of Success

- The Clatsop SBDC's 9-month Small Business Management Program (SBM) supports small businesses with instruction and advising while building a strong cohort to share best practices.
  - **Measurement:** Number of businesses participating in the program.

### Data Review

SBM Program		
Year	Business Totals	Participant Totals
2018/19	14	17
2019/20	10	12
2020/21	7	9
<b>2021/22</b>	<b>5</b>	<b>7</b>

SBM Program pivoted to ZOOM in 2020 and 2021. Fall 2021 will continue ZOOM.

- The Clatsop SBDC provides individual (1:1) free and confidential small business advising and coaching to emerging and existing small business owners.
  - **Measurement:** Track number of registered business clients.

### Data Review

SBDC							
Year	Client Count	Minority	Women-Owned	Pre-Ventured	Existing	Training Events	Attendance
2018	197	41	64	89	119	41	437
2019	157	32	54	64	100	43	337
2020	279	52	99	78	215	69	2,380



SBDC							
Year	Client Count	Minority	Women-Owned	Pre-Ventured	Existing	Training Events	Attendance
2021	254	70	92	85	169	36	1238

## Description

In order to support expansion of Community Education and customized training, as appropriate, we must respond to evolving community needs, issues and opportunities.

## Measurable Indicators of Success

- Increase ease of registration for non-degree learning opportunities, including Community Ed and Workforce Training.
  - **Measurement:** Percentage of people who register online for community education and workforce training.

Community Education and Workforce Training are committed to increase the ease of registration for non-degree learning opportunities. The data below shows the percentage of students who register online for community education and workforce classes.

## Data

### 2018-2019 School Year

No data collected on the percentage of people who registered online

### 2019-2020 School Year

No data collected on the percentage of people who registered online

### 2020-2021 School Year

Summer 2020 – NO CLASSES DUE TO COVID

Fall 2020 – 0% of people registered online

Winter 2021 – 0% of people registered online

Spring 2021 – 1% of people registered online

### 2021-2022 School Year\*

Summer 2021 – 55% of people registered online

Fall 2021 – 95% of people registered online

Winter 2022 – 92% of people registered online \*\*

Spring 2022 – 91% of people registered online \*\*

\* New Community Education and Workforce Training registration system was implemented.

\*\* As more classes were added to meet community needs more students needed assistance registering who had not worked in the new online registration system before.

## Strategic Initiative: Cultivate Connections with the Community

**Objective 1 - Provide training for the campus community in areas of diversity, equity, and inclusion.**

### Measurable Indicators of Success

- The college will create a culture that recognizes and realizes the benefits of diversity, equity, and inclusion and the detriments that institutional inequities have on our community.
  - **Measurement:** Community College Survey of Student Engagement, Community College Survey of Faculty Engagement, PACE Climate Survey, student climate survey.

### Data Review

Community College Survey of Student Engagement, (Spring 2021 baseline, goals not yet set)  
Question 4i. How frequently have you had serious conversations with students who differ from you?

	Never	Sometimes	Often	Very Often
<b>Clatsop</b>	42.9%	35.7%	21.4%	0%
<b>Small Colleges</b>	47.0%	34.2%	12.7%	6%
<b>Cohort Colleges</b>	48.4%	33.6%	12.1%	5.8%

- Community College Survey of Faculty Engagement, - New Measurement scheduled for first administration in Spring 2022
- PACE Climate Survey – New Measurement scheduled for first administration in the 2021/22 academic year
- Student Climate Survey – New Measurement scheduled for first administration in the 2021/22 academic year

## **Strategic Initiative: Cultivate Connections with the Community**

**Objective 1 - Promote a campus culture of collaboration and teamwork focused on improvements in communication and data-driven decision making.**

### **Description**

Foster an inclusive and supportive culture between all members of the campus community through effective employee communication.

### **Measurable Indicator of Success**

- Inclusive Campus Communication
  - **Measurement:** Departmental and or campus climate survey: Chris and Board working on; Include questions on Institutional Accountability.

### **Data Review**

The college does not currently employ a climate survey, there are plans to deploy one by winter term 2022. The first survey will be used to establish a baseline of data points that allow us to assess not only employee responses but also student and community input to assess potential areas for improvement. The climate survey will be conducted biannually and will be incorporated into our budget development process.

In a normal year the Communications Office does a bi-weekly e-newsletter titled the Clatsop Connection with upcoming events and any announcements/updates concerning administration and committees. Since covid that has gone to just e-mails but the e-newsletter could be one thing. In addition, the Vice President of Academic Affairs sends a monthly Vibes from the Veep newsletter.

### **Objective 3 - Utilize appropriate evaluation tools to promote resource allocations.**

#### **Description**

The College will demonstrate use of data to make informed strategic decisions for resource allocation.

#### **Measurable Indicators of Success**

- The Board approved General Fund 15 percent target ending fund balance at fiscal year-end.
  - **Measurement:** General Fund ending fund balance at June 30th based on audited financial statement budgetary actual.

#### **Data Review**

The last audited ending fund balance is \$1.849 million as of June 30, 2020. The estimated ending fund balance at June 30, 2021 (unaudited) is \$2.6 million.

All of the information is available at the link below starting with Audit and Monthly Financial Reports.

<https://www.clatsopcc.edu/about-ccc/financial-budget-reports/>