



Clatsop Community College

Ad Hoc Self-Evaluation Report



Clatsop
Community
College

**Spring 2023 Ad Hoc Self-Evaluation
Clatsop Community College
Astoria, Oregon
March 1, 2023**

Response to Recommendation of the
Fall 2021 Ad Hoc Peer-Evaluation Report

Prepared for Northwest Commission on Colleges and Universities



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Introduction

This report is in response to the request from NWCCU, dated February 28, 2023, that Clatsop Community College address the following recommendation of the Fall 2021 Ad Hoc Peer-Evaluation Report.

“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).”

Introduction

There are numerous examples at Clatsop Community College (CCC) of using data to inform decision making. However, it is evident that improvements in college processes are required so that using data to inform decision making becomes a systemic process used throughout the College.

The foundation of the outstanding recommendation is with the 2018-2023 Strategic Plan. This strategic plan used measurable indicators that were not conducive to meaningfully measuring the intended outcome. To date the College has attempted to address this deficiency by modifying the indicators in the Strategic Plan to become somewhat measurable. The outcome of this strategy has been a less than satisfactory framework for addressing the recommendation.

The solution that strongly addresses the outstanding recommendation requires a three-fold approach of action steps. The first action step is the development of a 2023-2028 strategic plan. This needs to be developed within a shared governance model, with widespread involvement from the College community. The second action step is to create a culture of data-informed decision making throughout the College. The third action step is to incorporate decision making throughout the College that uses data to inform these decisions.

The College has started working on a new strategic plan, which needs to include measurable indicators related to mission fulfillment, along with a clearly defined plan of how to gather useful data and how to use it to make informed decisions at all levels. Of course, all of these measurable indicators need to support mission fulfillment.

Strategic Planning to Date

The College is currently working under the 2018-2023 strategic plan. The College plans to spend the remainder of the calendar year 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 embedded 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 provided this foundational framework to the President's Cabinet meeting on August 18, 2022. It was very well received by Cabinet members. The next step was to develop guiding principles to serve as a foundation to forming a strategic plan. The most important aspect of developing the guiding principles was to involve the breath of the Clatsop Community College community. This would reflect well on the importance of shared governance. It was decided that the best approach to gathering guiding principles for the development of a strategic plan would be at the Fall Inservice.

The College campus wide Inservice occurred on September 19, 2022. As part of Inservice, I had the opportunity to host a series of discussions concerning the development of guiding principles as the foundation for starting to develop the 2023-2028 strategic plan. The discussions were very rich, and notes were transcribed from the white board recording.

The next step was to develop a Strategic Planning Committee. On October 19, 2022, I met with the Full Time Faculty representatives for the new Strategic Planning Committee, Tina Kotson and Carla Moha. We discussed the shared governance make up of the committee, the emphasis of the new strategic plan, and a timeline. We all agreed that an emphasis on measurable outcomes is very important. We then scheduled the new Strategic Planning Committee for every three weeks during Fall term, and established the first two meetings, all on Fridays from Noon to 1:30 PM: October 28 and November 18. Subsequently, President Chris Breitmeyer and I discussed the membership of Strategic Planning Committee as follows:

Peter G. Williams, Vice President, Academic and Student Affairs

Rosemary Baker-Monaghan, Chair, Board of Education

Carla Moha, Full-Time Faculty Representative

Tina Kotson, Full-Time Faculty Representative

Ian Wilson, Classified Staff Representative

Camille Schofield Leavitt, Student Body President

Kurt Donaldson, Part-Time Faculty President

Desiree Noah, Director, Human Resources

Jessica Newhall, S&S (exempt) Representative

The Strategic Planning Committee met twice during Fall term, on October 28 and November 18. At the October 28 meeting, we finalized the guiding principles for the Strategic Plan (see Addendum). At the November 18 meeting, the consensus was to consider hiring a consultant to assist with strategic planning. The next step was for me to reach out to my peers to see what consultants have been used, how satisfied with the consultants were the users, what was the cost, and what was the process in selecting a vendor.

The Strategic Planning Committee last met on Tuesday, January 31. To date I have received a proposal for providing strategic plan consulting services from the Coraggio Group. I am in the process of gathering additional quotes from several other consultants. Once I have received the quotes, I will share them with the Strategic Planning Committee. We plan to have a final 2023-2028 Strategic Plan by the end of calendar year 2023.

The President's Cabinet is made up of the College president and nine administrators. In January the Cabinet began reading *Creating a Data-Informed Culture in Community Colleges* by Brad C. Phillips and Jordan E. Horowitz. In addition, copies of the book have been ordered for members of the Strategic Planning Committee. It is the intention of the College to incorporate the learning from this book into developing a data informed culture that informs decision making at all levels of the College.

Going forward, by the end of the first week in March we plan to submit informal requests for proposals for at least three consulting services in order to assist the College with developing a strategic plan. The Strategic Planning Committee will then provide feedback on who to hire as a consultant. The Strategic Planning Committee is scheduled to meet on March 23, 2023 to select a consultant to support the development of a new Strategic Plan.. Once a consultant is chosen, they will be expected to assist the College with a detailed plan to developing a strategic plan by the end of calendar year 2023. This plan will be expected to have clear measurable indicators for mission fulfillment, and to clearly define the need for data informed decision making at all levels of the College.



Examples of Data-Driven Decision Making

Examples of Data-Driven Decision-Making

Institutional-Level Assessment: Program Prioritization

In 2020, Clatsop Community College (CCC) 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. College Council is made up of representatives from across the College.

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.

The results of this work led to recommendations by the Budget Advisory Committee to focus resources on instruction, in particular science. In response, the College is currently seeking to hire a full-time Chemistry instructor as this position has not been filled by a full-time faculty member in the past 10 years.

An area that was determined to be under resourced was the Workforce Development and Community Education Departments. Through reorganization these departments have been combined and merged with the Small Business Development Center. The reorganization completed in January of 2023 moved significant fiscal resources to better serve the community as the College seeks to become a better provider of training for Clatsop County employers, specifically those involved in Forestry, Maritime and Fermentation.

During the COVID-19 pandemic significant enrollment declines led to drops in revenue. All departments were tasked with proposing reductions in their budgets of five, seven and ten percent. The data collected through program prioritization was used to help determine where cuts should be made, and which programs should not be impacted. Being data informed helped keep the discussion regarding cuts focused and as objective as possible.

Human Resources

Decisions made in the recruiting, hiring, and retaining talent are qualitative and quantitative with established hiring matrixes and practices. The Human Resources (HR) Office is responsible for overseeing the process for hiring personnel who are qualified by ensuring applicants have the appropriate education, training, and experience. Finding the right individual starts with accurate and detailed job descriptions that have established minimum criteria/qualification that potential applicants must meet. At the end of the recruitment period, screens all applicants to determine qualifications have been met, after which all qualifying candidates are sent to the screening committees. Screening committees use an established matrix to determine which applicants will continue in the interview process. Candidates are then interviewed and once again scored using a point system matrix to determine final candidate. Once selected, HR performs a background and reference check that then leads to a final job offer.

The college assures the effectiveness of its human resources by evaluating all personnel systematically and as discussed in Board Policy (BP)/Administrative Policy (AP) 7150 policy in combination with the Classified and Full-Time/Part-Time Faculty Collective Bargaining Agreements. This is done through an assessment tool that assess competency on several items including job knowledge, quality of work, collaboration, and judgment. Based on these metrics coaching and counseling may be implemented with performance feedback. Assessments are conducted on semi-annual or annual basis for most employees.

The college is moving from the Decision Band Method of job evaluation to a Point Factor method to determine position banding and placement within our wage scale. Decision Band Method of job evaluation bases itself on the premise that the value of a job to an organization is dependent on the level of responsibility and in turn the extent of decision making involved in the job. The methodology involves a three-step process to allocate jobs and decide pay scales based on the compensation committees interpretation of the value of duties assigned. After collecting qualitative information on the receptiveness of the DBM job evaluation both internally and externally the decision to move to the Point Factor method was made. The Point Factor method is a commonly used quantitative technique that breaks down jobs into compensable factors identified during a job analysis and are directly related to established under Oregon Pay Equity Law. Points are assigned to the factors and a pay structure established. Individuals (employees and supervisors collectively) complete a job analysis form, that is then measured using established point factors. While market data was not taken into consideration prior, it will now be used to make sure that we are attracting and retaining the best talent.

Future Ready Oregon Grant Funds

In 2018, research on Certificates in Oregon was released that identified the positive impact that short term certificates can have on students who obtain them. One of the significant findings

that came out of this study was that younger certificate holders experience a greater increase in wages. Additionally, Future Ready Oregon (FRO) funds were also influenced by the states work around the Higher Education Coordinating Commission (HECC)/Oregon Department of Education (ODE) Equity Lens. The HECC (2022) has designated the following populations as a priority; dislocated learners, adult learners, disconnected youth, people of color, women, people with low incomes, rural communities, veterans, incarcerated and formally incarcerated. The HECC educated all post-secondary institutions on the expectation of the FRO Career Pathway grant opportunities prior to releasing the grant application.

Recognizing that there would be significant data to be tracked, and due to the amount of funds anticipated, steps were taken to preplan how to best serve students at CCC. The Career Technical Education (CTE) Grant Director, Dean of Workforce Education and Training, and Vice President of Student Success met on several occasions to brainstorm ideas. The CTE Grant Director surveyed all CTE Instructors to inquire as to what barriers they felt existed for student success, and what supports could be provided to assist CTE students. The Director of Communications and Marketing was consulted on how to promote and highlight FRO - CTE opportunities and the Director of Advising was consulted on how students with disabilities could be better supported and assisted in planning the budget to address this area. The CTE Grant Director also reached out to a colleague at NW Oregon Works who would also be receiving significant funding through grants. This communication was important because it ensured collaboration in support of student's versus having the grants work against each other.

The gathered data was reviewed and synthesized into the grant writing process and a budget was created and implemented to support students' success in various ways. This included:

- Providing Gas cards/bus cards to assist the barrier of transportation.
- Instructional Assistants for CTE classes to assist instructors with set up, breakdown, and assist with students.
- Supplies necessary to participate in class: Text books, Weld Hoods, Weld supplies, Coveralls, Shoes, Maritime industry clothing, Maritime Tools, Historic Preservation tool aprons.
- Hot Spots for students who have no or poor internet.
- Additional Instructors for Adult Basic Skills (ABS)/English Language Learners (ELL) classes: support the GED® instructors who teach the Spanish GED® class, an instructional assistant for ABS Math, and a testing proctor to increase access.
- Career Assessment software You Science and Laptop computers for the purpose of assessments. Advising staff, CTE grant staff, and Upward bound will use these computers and software to assist potential students in identifying their career area.

Students who wish to benefit from the FRO grant complete a brief survey that provides the information that is needed for state reporting, and they also share what barriers they have so identified supports can be provided. Since the implementation of the FRO, the grant team has served Approximately 91 students. A tracking form with all students is kept, and then reported to the HECC quarterly. In the last quarter students have benefited from the supports listed above. Additional supports will be added in the coming quarter including "Learn to Earn Laptops" and updating CTE classrooms with AV technology that will benefit students with hearing impairments.

The state is requiring that all data collected is uploaded via a secure portal. Once the state has reviewed the data, they will share their findings with our institution. The information provided by the state and the collection of both quantitative and qualitative data for evaluation from CCC will be reviewed while plans continue to apply for grant funding for the 2023-2025 biennium.

References

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State of Oregon. (n.d.). Future ready Oregon 2022. Retrieved February 11, 2023, from <https://www.oregon.gov/gov/regional-solutions/Documents/South%20Central/Future%20Ready%20Oregon%202022%2012.06.2021%20FINAL.pdf>

Communications & Marketing

The Communications and Marketing Office collects and examines google analytics data for the Clatsop Community College website on a monthly basis. This data is reviewed, and a data summary is put into a monthly report that is submitted to the Office of the President each month. During this monthly data reporting process, the following information is reviewed:

- Number of people that visited the Clatsopcc.edu website.
- Number of sessions that people engaged with the website.
- Bounce rate of people that visited the website.
- Top pages that were targeted.
- Where people are from who are visiting our website.

The analysis of this data is used by the Communications and Marketing Director to make decisions for website design, hosting, and security purposes. One example of this involves a bot attack on the college website. While reviewing the data on website views by location, the data showed a spike in page views on the Electric Technician Apprenticeship webpage, which is very unusual. The data further showed that the views were coming mainly from Bangladesh and the Philippines and the bounce rate for our site visits spiked. This all pointed to a bot attack which was then able to be blocked and security for the college website addressed. Review of this data not only is important for extreme situations like this but also to keep track of usership for site hosting budget costs, and to understand how the population served uses the website so there can be adjustments made to navigation decisions as needed.

The Communications and Marketing Office also collects and examines social media data using the analytics tool by Meta Business Suite. This data is summarized in a report to the Office of the President each month and is studied by the Director of Communications and Marketing to determine the return on investment of ad purchases on social media platforms which informs future purchases. Length of ad runs, types of content, demographics of the audience that interacted with the content is reviewed. Organic content posts are also reviewed for data which includes views, likes, shares, and click-throughs to the website. The analysis of this data is used

to determine what content has received the best engagements and future posts are tailored with those qualities. An example of this is a run of three Foundation social media posts that were implemented last year to promote a fundraising event. A series of three videos were created that featured foundation and college leadership inviting the community to attend the event. The three videos had the same geographic and demographic parameters however the engagement rates of the videos differed greatly. The video that had the leader using a humorous approach in the video received significantly higher views, shares, and click-throughs to the event registration page than the other videos that were more heartfelt pleas to attend and donate. After reviewing this data, the Communications and Marketing Office and the CCC Foundation Director made a plan to focus the promotions for this year's fundraiser on social media with more similar content to the video that was successful in getting the audience to take action and engage with the college foundation.

Admissions & Advising

The Admissions department currently uses the multiple measures model to drive decisions and to properly place students in writing and math levels by looking at scores on placement tests, grades in prior college and high school, and GED® scores.

On degree seeking applications in the Reach System, data is collected on first-generation status, military status, ethnicity data, and citizenship, to refer students to programs and scholarships according to that data. First generation students are then referred to TRIO SSS as well as specific scholarship opportunities.

Military students are referred to the Veterans Service Officer for additional support, as well as assigned to the advisor specializing in GI Bill education assistance. Monitoring of student citizenship occurs and work with the financial aid department to offer special scholarship and funding pools to students who do not have access to federal financial aid is done.

The Advising department monitors retention data, performs inquiries, and follows up with students, helping with petitions for financial aid reinstatement. The CampusNexus Student system, or CNS, is used for research on students who have completed over 60 credits and are two terms away from graduation in order to offer them HERFF funds to cover their tuition to return and finish their degree.

Work is closely done with the financial aid office to monitor students who are struggling academically to target retention efforts and help students with petitions for financial aid reinstatement. Steps to monitor students whose GPA drops below 2.0 or their completion rate is below 66.67% is conducted and students are reached out to and followed up with on what support they need.

Additionally, tracking specific groups of students' progress term to term including high school, Job Corps, Veteran, TRIO, and students failing to meet satisfactory academic progress. These students are monitored closely via early alerts and progress reports and interventions are scheduled with Student Services and Faculty as needed. This census data and FAFSA completion percentages are reviewed to make enrollment projections term-by-term and year-by-year.

Pre-College Trio

Pre-College TRIO collects data and evaluates programs at CCC with formative and summative evaluations throughout the year. The evaluation plan is appropriate to the project's objectives, utilizes specific and quantifiable measures to show progress toward achieving the objectives, and provides a means of evaluating end of the year outcomes. These steps will also enable the project to self-regulate resulting in continuous improvement throughout each project year.

To achieve the goal of having 97% of non-senior participants served each project year who will complete the current academic year and continue in school for the next academic year at the next grade level, statistical data is collected and compiled at the end of the semester and again at the end of year. A review of GPA and credits earned, grade level standing, and promotion status of all participants is also collected and disseminated. To ensure the achievement of having 84% of seniors served during the project year have graduated during that year with a regular secondary school diploma, while within the standard number of years was attained, a review of GPA, earned credits and grade level standing is also considered with the addition of graduation status and the type of diploma received.

To attain 42% of seniors served during the project year who will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years, is evaluated by compiling data on their grade level standing, graduation status, the type of diploma received, the courses taken, and confirming the completion of a rigorous program of study. This is used to determine which students are on track to complete a rigorous program of study and have or will graduate, and to develop intervention strategies for those who may not be able to complete a rigorous program of study.

The achievement of 67% of participants who have graduated with a regular secondary school diploma during the project year, who will enroll in an institution of higher education by the fall semester immediately following high school graduation is determined by looking at their graduation status, the type of diploma received and following their post-secondary enrollment status. This also includes data collected on where students enroll, the date enrolled or plan to enroll, to help to identify current barriers to post-secondary enrollment, monitor enrollment status and assess whether modifications in service could have ensured more participants enrolled.

For the project year the goal is to serve 39% of participants who enrolled in an institution of higher education by the fall semester immediately following high school graduation or by the next academic semester, as a result of acceptance but deferred enrollment, and will complete a program of postsecondary education within six years. By compiling data pertaining to post-secondary enrollment status, where they enrolled, the date enrolled, and post-secondary diploma status and by continuing to monitor post-secondary enrollment and diploma status on an annual basis, it can be determined whether objective was attained and report statistics for annual progress report.

Using the data collected and continually analyzing it can assist in determining whether the objective was attained, help look for and analyze any unanticipated outcomes and their likely causes and assess whether changes in project services are needed. Development of intervention strategies for participants who lack necessary credits for promotion is discussed and a report on the statistics for annual reviews is filed.

TRIO Student Support Services

The successful TRIO Student Support Services (SSS) grant proposal was based on data collected in the 2018-19 academic year. The grant demonstrates the need based on the high number of either or eligible, first-generation students, low-income students or students with a disability. It goes on to further demonstrate the high need for the project, based on developmental math, reading, and writing placement scores, number of students with a GED®, and number of students not meeting Satisfactory Academic Progress. Persistence rates, graduation rates, transfer rates, and grade point average of TRIO SSS students, non-TRIO SSS students who are eligible students not served by TRIO SSS, and non-eligible students also demonstrates the need for the project.

Once the need for the TRIO SSS project has been determined the grant proposal then justifies the following objective percentages based on the above data:

- Persistence/Retention: percent of participants served by TRIO SSS who will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the grantee institution, and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.
- Academic Standing: percent of all enrolled TRIO SSS participants served will meet the performance level required to stay in good standing at Clatsop Community College.
- Graduation and/or Transfer: percent of new participants served each year will graduate from the grantee institution with an associate degree or certificate within four (4) years; and the percent of new participants served each year will receive an associate's degree or certificate from CCC and transfer to a 4-year institution within (4) years.

The current project is required to submit an Annual Progress Report (APR) to the federal Department of Education in which these objectives are tracked. In addition, the project internally tracks these objectives throughout each year of the grant.

TRIO SSS is in the third year of the five-year grant cycle. Data is used to evaluate all aspects of the program. Quantitative data is used to measure participant satisfaction, frequency of services used, and engagement in the program. Additionally, Student Access, the TRIO SSS database, is used to generate reports to track the number of participants served. Each academic year TRIO SSS must meet or exceed the objective of serving 160 students. Two thirds (2/3) of these students must be dually eligible – either first generation, parent(s) the student grew up with did not graduate from a 4-year institution, is low income, or be a student with a documented disability. One third (1/3) of the students served with a documented disability must also be low income. Recruitment of eligible students is ongoing. At least once a month staff meeting time is spent reviewing the number of students enrolled in the project and assessment of current recruitment strategies is reviewed and adjusted as necessary.

Qualitative data is obtained through participant completed open-ended anonymous feedback forms following workshops, project information sessions, campus visits, and mentoring sessions. Currently the majority of surveys are done at the end of all TRIO events. The data is reviewed at weekly staff meetings and adjustments to future events are made. For example, the

project has been offering scholarship workshops quarterly instead of annually due to participant response on the workshop survey that they would like this information throughout the year as they prepare to search for and complete a variety of scholarship applications. Because this is the first year TRIO SSS is back to full in person services, though all workshops have a virtual option for participation, an annual survey focusing on overall TRIO SSS services will be disbursed to participants at the end of the academic year. This will provide information such as, “Should the project offer evening services once each week?” From other periodic surveys, it was found that many students still prefer to meet with their TRIO SSS coordinators and advisors via Zoom or by phone, so those options are still available in addition to meeting with their coordinator in person.

Overall project evaluation will begin spring quarter 2023 when TRIO SSS will participate in a peer review. TRIO SSS at Clatsop CC is part of the regional Northwest Association of Educational Opportunity Programs (NAEOP) covering Oregon, Idaho, Washington, and Alaska. A NAEOP trained peer review team will come to the TRIO SSS project and review the budget, business practices, student files and operations of the project. All data as a result of the findings will be shared with CCC Administration and adjustments to the TRIO SSS project will be made to ensure the project is in compliance with all pertinent federal legislation and regulations.

The TRIO SSS project will also conduct an in-house review of the project following the Council for Advancement of Standards in Higher Education (CAS) for TRIO projects beginning spring quarter 2023. This qualitative data will also be used to make adjustments to the project to best serve TRIO participants.

Federal regulations and legislation require TRIO SSS projects to track the students served and to comply with budget regulations. Data driven decisions are what makes TRIO work.

Foundation

The Foundation Finance Committee annually reviews financial data and investment performance in January to determine a recommended level of approved spending from endowment funds for the upcoming fiscal year. As up to 5% of the fund can be allocated for spending, the Foundation Accountant calculates the estimated available balance from each fund and then calculates proposed spending for the next fiscal year at 3.0, 3.5, 4.0, 4.5, and 5% spending levels respectively. Additionally, the accountant includes the December fund balance and amount difference from the previous ten years. The Committee uses this information along with advice and predictions from the Foundation investment manager to determine an appropriate spending limit for the next fiscal year. Included with the discussion is a data comparison of the total amount from the range of proposed percentages (3-5%) and the total approved amount from the current year.

In 2022, the Foundation had a goal to raise \$40,000 from the special appeal to be applied as a scholarship/grant to reduce financial barriers for students for the Magic Opportunity Fund. The final total raised, exceeded expectations at over \$105,000 raised. To maximize the impact for students, the Foundation collaborated with the college to determine how best to allocate and support students. The Financial Aid Office shared data on the average amount of emergency need requests from students that totaled approximately \$500 per term. This number was used to develop a \$1,500 scholarship to be awarded per qualified student for 2022-23.

With a total amount, it was calculated that 70 students could receive the Magic Opportunity Fund. From fall term, 70 out of 439 certificate and degree seeking students received the Magic Opportunity Fund. 94% of recipients finished the term in good standing, compared to 80% for students who did not receive the funding. 64 out of the 70 recipients were identified as having graduated or enrolled for winter term. From those who were not enrolled for winter, a list of students and their contact information was generated they could contact them directly. From this data driven outreach effort, only one student from the 6 was identified as not returning to CCC, the others had either registered late, graduated, or were directed to resources to help them register. Final result was 69 out of 70 students graduated or enrolled in winter term courses.

Words of gratitude and statements of impact from scholarship recipients are utilized with Foundation outreach efforts to donors. This qualitative data is used in slide show presentations at the scholarship donor and recipient reception and is featured in the printed and e-newsletters prepared by the Foundation Office as well as other campaigns and promotions, particularly from students, who are connected to the program or department being showcased.

For the 2023 fundraiser, the gap between the number of recipients compared to the total number of certificate and degree seeking students will be shared with donors to demonstrate the existing need to expand this funding opportunity for more students. The statics comparing students who received the Magic Opportunity fund to those who did not receive, combined with the qualitative data in the form of student testimonials provided by recipients have been incorporated into the marketing and promotion materials for the 2023 event as well as in the CCC Foundation e-newsletter to supporters.

Outside of budgetary data, the Foundation tracks marketing data internally. Utilizing Constant Contact for sending emails to supporters, using tags to designate different affinity groups, such as alumni, annual event invitees, local, etc., a more targeted and responsive audience is reached. When an email is sent, Constant Contact provides reports on bounce rates that are used to clean-up the contact list as well as open rates, the percentage of contacts who received the email who opened to read, click rates, and the percentage of contacts who click on a button or other link. These percentages are used to monitor contact engagement. This system was implemented at the end of 2020, and the outcome data is used to monitor contact growth and establishing patterns for day and time of sending campaigns, as well as content that result in the greatest open and/or click rates. In January 2023, the Save the Date email campaign was sent to 2,357 members and 1,143 (49%) opened and 170 (7%) clicked on a link. Since beginning Constant Contact, the campaigns have maintained a 28-50% open rate and for targeted campaigns to specific groups, has achieved open rates in the 50-80% range. These values are compared to industry averages to monitor performance.

The Foundation also monitors donor engagement through annual reports populated in Donor Perfect. These values are evaluated to previous years to determine if we are growing, maintaining, or losing support. Based on the outcome, the Foundation adjusts engagement strategies. The collected data includes, the number of active donors, the amount of annual money raised, the donor retention percent, the number of new donors, the number of fundraising event sponsors, and the average amount of gifts received.

Nursing & Allied Health

Each fall the Educational Outcomes Assessment is conducted by Clatsop Community College faculty and the Director of Nursing & Allied Health (DON). Data is used to determine if the program and graduates are achieving benchmarks; if not discussion is had to determine strategies to implement in the current academic year to achieve benchmarks. For example, Nursing Program completion is tracked for both 2-year completion (100%) and 3-year completion (150%). Low percentage completion was identified in the 2020 assessment. Efforts were made to help students better access college resources of support. One area specifically targeted was to improve access/utilization of tutoring services. Attrition numbers have dropped significantly with these interventions since 2020 surveys.

Strategic Planning is conducted each fall for the Medical Assisting and Nursing Education departments. Results of the Educational Outcomes Assessment and other data including employer and graduate surveys, first time attempt of the NCLEX-RN and AMT pass rates, are used to inform and track outcomes of strategic planning for the respective programs. The strategic planning completed by the Medical Assisting (MA) instructor and submitted to the DON in 2020 revealed inadequacy of some equipment in the MA lab and the need to replace outdated and in some cases broken exam tables. The equipment was subsequently replaced, and the college is in the process of replacing the aforementioned exam tables with 4 out of 6 having been replaced to date.

An annual Oregon State Board of Nursing Survey is completed each January by the DON. Adequacy of program resources and key elements of Oregon Administrative Rules (OARs) governing Nursing Programs are reviewed and reported on. Any areas identified as not meeting requirements require follow-up discussion of plans to correct/mitigate findings. New and/or updated OARs were implemented by the OSBN in August of 2022. The DON found on assessment that a policy for the Simulation Lab, including qualifications of faculty who use simulation, is required. The DON and Nursing Faculty are in the process of writing and implementing this policy to meet the requirements of the OARs.

Oregon Consortium for Nursing Education (OCNE) Agreement Fidelity Scale Self-Assessment is conducted once a year, usually in January, and requires a self-rating on a number of areas of compliance with the OCNE Consortium. It is a self-assessment, but findings are discussed at an OCNE Coordinating Council meeting. One item to be assessed is OCNE committee participation by faculty. Clatsop has participation on all three OCNE committees: Curriculum, Collaborative Learning Activities, and Research & Evaluation. Faculty are encouraged to share updates of the work of each committee during Clatsop Nursing Faculty Meetings: The OCNE Curriculum Committee is working on revisions to two courses this year. All OCNE faculty were encouraged to complete an online survey for these courses. Feedback will be shared with the OCNE Curriculum Committee. Two of our Clatsop faculty sit on this committee and will have significant roles in revising/updating these two courses.

Maritime Science

The Maritime Science Department collects data from various areas both internally through Clatsop processes and externally through U.S. Coast Guard audits of the National Maritime Center approved Clatsop Maritime Science courses. This data is reviewed on a term-by-term

basis by faculty and staff within the department to determine if the program is on target with departmental strategic planning and overall college goals.

Data collected internally throughout the year influences how decisions are made within the program. By examining the number of courses scheduled versus the number of courses run coupled with course and program FTE informs decisions on class scheduling and whether more or less class sections should be offered in a given term/year. Departmental budgets are reviewed annually looking at projected versus actual numbers to determine where there are shortfalls needing additional support. Course enrollment is compared with the number of degree seeking and non-degree seeking students who meet class targets and successfully complete Maritime Science courses on a class-by-class and term-by-term basis. This guides student advising and course changes or updates to curriculum that may be needed. The number of classes with waitlists, students needing Independent Study classes, and the number of additional courses requested by outside agencies guide the projected faculty workload over the course of a year.

The Maritime Science Department also sources data from the U.S. Coast Guard National Maritime Center and its annual audits of approved Maritime Science courses and programs. There are several examples of how this data is utilized by the department. First, National Maritime Center course approval lists both regionally and nationally are utilized to determine which new courses or programs to offer locally. Then, annual audits that review approved curriculum, direct curriculum/site modifications per International Merchant Maritime Organization (IMO) standards. The information gained by these audits helps the department determine whether additional faculty are needed for the program and at what level of Maritime credential; additional facilities or training spaces are needed, and acquiring upgraded or new course equipment including instructional supplies are needed to continue meeting National Maritime Center standards.

Community Education & Workforce Training

Community Education & Workforce Training use data to inform decisions on when to add subsequent and future sections of classes. One way this is done is through the use of Waiting Lists for classes. When a class fills up, students may go on a Waiting List. Each Waiting List is reviewed to see if there are enough students to create an additional section of a class during the current term. Additionally, Waiting Lists are used to plan for classes for the following term. If interest is growing in a particular area, a second section of a class is added for the upcoming term.

For instance, during Winter 2023, the Waiting List for the Mat Pilates class grew large enough to allow the addition of a second section during that same term. Another example is that in planning for Spring 2023, a second section of Strong Women Strong Bones was added to our class offerings. This was due to both the Winter 2023 Strong Women Strong Bones class and the Strength and Flexibility classes filling to capacity as well as having students on a Waiting List.

Mathematics Corequisites

Quantitative data has been collected on the college level completion rates of students who began in a developmental math course at our institution. Collected data from Strong Start Oregon and the Oregon Community College Association (OCCA) Student Success Center along with examining the completion rates on campus using data from the Institutional Researcher for Clatsop Community College was compiled. Data on MTH111 and MTH105 pass rates of students enrolled in the corequisite course section was compared with the pass rates of students enrolled only in the college level course section who were not corequisite students and found a higher rate of success for the students who took a corequisite course. Recently, implementation of corequisite courses for MTH111 and MTH105 in addition to the traditional MTH060-070-095 or MTH060-098 pathway of prerequisite courses has begun as a result. This data has been shared with the OCCA Student Success Center, and advisors on campus.

Qualitative data has been collected from students enrolled in the corequisite courses. While the department is in the early stages of disseminating this data, it has been shared with some advisors and faculty on campus and with the OCCA student success center. The data collected has led to modifications of the schedule of course offerings. For example, MTH105 and the MTH105S corequisite this summer for the first time will be offered, and MTH111 and MTH111S will wait to be offered until Fall term instead of offering MTH111 this summer.

Lives in Transition Program

From its inception, the CCC Lives in Transition (LIT) program has used data to evaluate and direct student learning outcomes and program objectives. The LIT program originated during the 1980s due to the disbursement of federal Single Parent Displaced Homemaker (SPDH) funding. Most SPDH funding in Oregon was directed to community colleges and included a formal, external evaluation of the individual SPDH programs. Annual evaluations collected data based primarily on participant needs. Findings were reported through a specific database and collected during annual site visits which tracked participant background, services received, financial aid received, follow-up accomplishments, referrals to other agencies, services received from other agencies, and health insurance information along with traditional demographic information.

On-site visits included interviews with staff, students, college administrators, and a review of documents such as course outlines, flyers, newspaper articles, etc. Over time, the Perkins Set-aside funding was reallocated, and the federal funds shifted to other areas, yet Transition programs continued to thrive until the recession of 2008. Today, CCC is one of a handful of Transitions programs still operating in Oregon. Fortunately, CCC is currently working closely with TBCC to develop a program based on the strengths of the CCC LIT program. Additionally, LIT faculty are coordinating efforts to write an OER textbook for one of the LIT classes (HD160).

At the end of each class daily evaluations are collected from students and shared with the LIT Director. The data collected on these evaluations is used to determine the topics that were most helpful or relevant to the student and define a high point in the class for determining future topics that relate to students. The survey is assessed, and the information disseminated to better understand the needs of the students by looking at the information about if a person or situation that was uncomfortable, or information about a person or situation that was nurturing

both to identify something learned that helps the student move toward success and to identify concerns or issues that the student would like to discuss with the instructor or the LIT Director.

LIT and other Transition programs have collected and compiled data that includes program completion, term-to-term re-enrollment, and year-to-year re-enrollment. The completion of 15 credits, completion rate of a 100-level math class and a 100-level writing class, degree completion rates, transfers to other post-secondary education institutions and scholarship awards. This data is used to assess the shared objectives with SPDH, though statewide SPDH programs operate independently.

Objectives that are assessed annually include participants developing a personal action plan that combines self-assessment activities, career exploration opportunities, and information concerning academic and career training goals, developing job search skills, identify/explore job options, and developing a class presentation about what was learned. The program assesses, if needed, if the program provides access to basic education classes which is provided to help participants improve basic skills or earn a GED®, and if the program provides access to vocational training in fields that offer economic self-sufficiency and potential for advancement, including non-traditional career areas.

Additionally, the program provides support such as counseling, support groups, and financial assistance for child-care, transportation, tuition, books, food, clothing, and emergency needs, and provides coordination with other community agencies and organizations to enhance economic stability and strengthen health and wellness.

LIT's specific goals and objectives are continually assessed with the surveys and evaluation data collected during courses and after course completions in an effort to monitor success and to better provide assistance to students in the program. Data is also collected on students who have successfully complete two, three-credit, college-level classes with passing letter grades, and students who strive for perfect attendance. While students who miss more than three classes per term per class may not graduate from the LIT program and are encouraged to repeat the courses may receive academic advising from the LIT Director, and academic support from LIT faculty and the program assistant.

LIT classes include information about Admissions, FAFSA, TRIO Student Support Services, and other areas of student support on campus, as well as providing students with access to the LIT Resource Room equipped with adequate academic technology, food preparation areas, study and tutoring areas, group meeting areas, and at least one area used for specialized training, group meetings, and confidential conversations.

Math Lab

The Math Lab offers tutoring and instructional assistance in all the math and physics courses offered by the college. Tutoring is available on a drop-in or scheduled basis and is offered in-person and remotely.

Each student who uses the math lab signs in with their information including their name, the current date, the course they are seeking help with, and their time-in and out. This data is

archived at the end of every term. Sign-in data has informed decisions regarding hours of operation, advertising of services, and updating the job description.

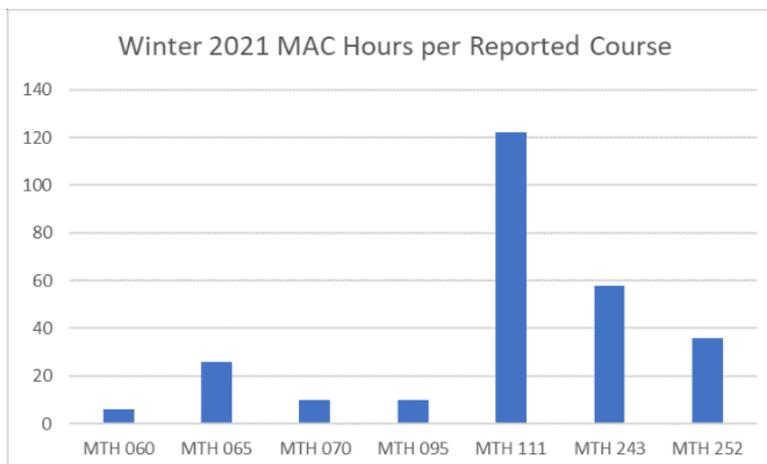
Upon reopening the math lab post-COVID closure, the hours of operation changed from pre-COVID times to better suit the current needs of the student body. Sign-in data from previous terms showed heavy use at the beginning and end of the day, between 10am to 3pm, while there was light usage on Fridays. It was decided to change the hours of operation to 9am to 4pm on Monday through Thursday and reduce hours on Friday to 9am to 1pm. This decision increased availability of tutoring services to students without requiring more hours from the Instructional Assistant. Sign-in data primarily drove this decision.

Comparing Fall 2023 to Fall 2022, it was found that an increase in usage of the lab in general. However, students enrolled in a statistics course used the lab more frequently in 2022 than in 2023. This informed the decision to increase advertising of the lab to statistics students during their class this Winter term, which has been successful in bringing in more statistics students. The Math Instructional Assistant position recently went through the reclassification process. The presence of physics students in the lab was used to show that services were being offered that were not part of the current job description. This led to an update of the Math IA job description and a reclassification of the position.

Remote tutoring became more common this term. Roughly 16 hours of the logged time was from virtual meetings. The reasons for meeting remotely were diverse, some students had COVID or were exposed and quarantining from home while others just had a quick question while doing their homework from home. There were multiple non-COVID related personal emergencies that prevented students from coming into campus. For all these reasons, having the ability to tutor virtually has been beneficial to many students.

At the end of the term, the summarized findings from the sign-in data were shared with the math and physics faculty, the Dean of Transfer Education, the Vice President, and President of the college. The following is an example of the communication shared.

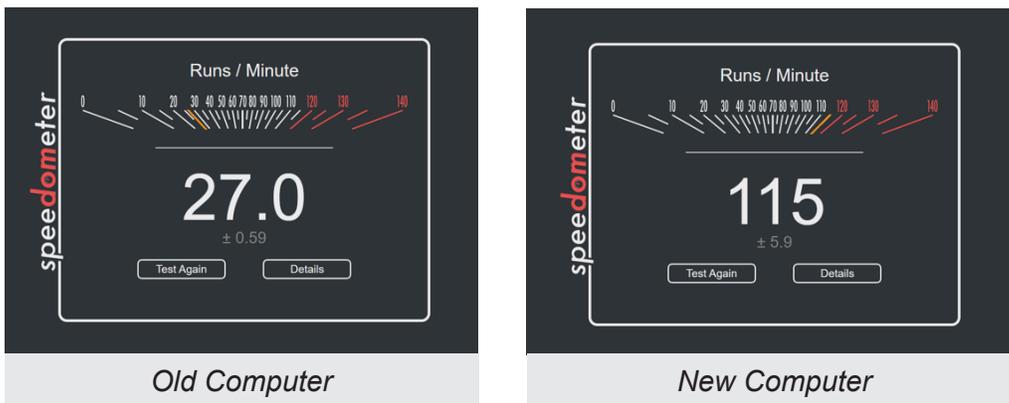
“We had 38 unique visitors log a total of 272 hours in the lab. This means that over the 11-week term, there were nearly 25 hours logged per week on average. This is the same amount as the weekly average for Fall term. Considering the lower enrollment for Winter term, the utilization rate of the MAC increased.”



“This term, College Algebra (MTH111) brought in the most students, followed by Intro to Probability and Statistics (MTH243) and Calculus II (MTH252).

“There was also a significant amount of students from Math for Applied Sciences (MTH065), which was great to see given that the course is delivered at the MERTS campus.”

“Computer Services has been in the process of replacing all the old desktops in the MAC. The issues have been resolved with the trial machines by having students log in with their personal account rather than using a general kiosk account. All the computers have now been replaced. A browser benchmark test was run in Chrome to demonstrate the difference in speed:



“The new computers are over 4 times as fast! This makes a big difference when completing interactive homework problems, such as graph manipulation and step-by-step walkthroughs. Homework will (hopefully) become even more interactive over time, so having these new computers in place prepares us for that.”

Clatsop WORKS Program

The Clatsop WORKS Program partners with businesses and organizations in Clatsop County to provide Clatsop County students, ages 16 and up, with professional paid internships, with the goals of community building, economic development, promoting local career opportunities, and retaining local talent.

The Clatsop WORKS program collects and uses data to maximize program efficiency, identify best practices for program delivery, allocate funds for program services, and to evaluate the effectiveness of the program. Outreach is conducted in a variety of ways such as hosting tables at large events such as Senior Preview Day, CCC Freshman Orientations and Foundation magic events, county and local job fairs, and other community events where students may be present. Information is shared by direct contact at events to in class visits, flyers, social media and contact with parents and students via email to share this program with potential applicants that may be interested in an internship. During and after the events, the use of sign-up interest sheets is used to track the number of students that are exposed to the program, how many of

those students apply to the program and how many complete the program by becoming interns. This data helps to identify which events are reaching students and how recruiting efforts can be maximized.

At the beginning of the program, collected data on the participant statistics is compiled and presented to our team and in turn to the five Clatsop County High Schools and Clatsop Community College that recommend the program to students. The data collected begins with the number of students applying for an internship by school and the ages of the applicants. This data helps to identify which schools need to self-evaluate for lack of participation and the age range to focus on to increase applicants for the program. The conversion rate of applicants for the program who are interviewed to the number of applicants that are hired for an internship, and the number of internships that go unfilled is analyzed yearly. This data is presented for discussion on what issues may be occurring in the interview and hiring process and identifies where best to direct student recruitment efforts.

On-the-job evaluation and feedback provided by worksite supervisors is crucial for learning and professional development as it allows students to recognize whether their performance is meeting or exceeding the host employer's expectations, and what areas they may need to address. Routine check-ins with the lead of the program are given for informal feedback and are shared with the purpose of keeping the students' experience under observations and allowing students to identify any adjustments needed for learning activities. Eight workshops are held on professional development and surveys conducted to collect data on and analyze students' evaluations of our professional development workshops to determine whether engagement and learning is happening. We use this data to adjust the professional development sessions that we offer accordingly.

A satisfaction analysis is conducted to analyze the employers' evaluations of the student's work performance as well as the students' evaluations of the employers to determine whether the participating parties are satisfied with each other. Furthermore, since employers rate students on multiple criteria such as productivity, communication, and leadership, identification on which career-ready-skills students need improvement with is collected and used to make decisions on employer outreach and retention. We analyze and students' evaluations of the Clatsop WORKS program to evaluate the effectiveness of the program and to make adjustments, accordingly, providing for continuous improvement of the program. Students have a written reflective assessment activity with presentation and large group discussions at the end of their internship. There are elements of critical self-reflection incorporated, asking students to make connections between the learning experience and their future career goals to evaluate student learning.

Library & Learning Commons

Many forms of data—qualitative and quantitative—are tracked in the Library & Learning Commons and used to inform a variety a of choices in spending, collection development, facilities adjustments, and personnel. Everything from door count, database usage, circulation, library instruction sessions, tours, interlibrary loans, tutoring sessions, and student study room usage is recorded. The trends in usage of the collections and services drive many choices to best align the department with the Mission, Vision and Values of Clatsop Community College.

Furthermore, the Strategic Plan of the College compels data-driven policy metrics. One example of this policy-based, data-driven adjustment is the addition to the Collection Development Policy in response to the Clatsop Community College: Charting Our Course Strategic Planning Focus Areas, 2018-2023 document to specifically support Strategic Goal 3: Commit to Equity and Inclusiveness. The policy was updated to include a new section, Commitment to Diversity, Equity, and Inclusion, which states, “in keeping with the Clatsop Community College’s strategic initiative to Advance Equity and Inclusiveness, at least one-third of newly purchased collection materials cover diversity, equity, or social justice issues.” The library has successfully maintained this commitment since 2018.

Data also plays a key role in fundraising activities, as in the case of the 2021 Clatsop Community College Enhancing Collections Project grant from the State Library of Oregon (SLO). The grant was designed specifically by SLO to support collection development for underserved communities. Research into the student populations on campus in consultation with our Student Services Department and the College’s DEI Committee showed that there existed several underserved student groups including Latinx, BIPOC, and LGBTQA students. Upon analyzing the quality, quantity, and currency of the existing collection, the Library Director identified a need for improved access to updated, scholarly material on a host of subjects, including gender studies, Indigenous History, social justice, anthropology, and immigration. Overall, these areas of the existing collection were not keeping pace with current events and new developments in scholarly fields, given the limited collection development budget.

Another area of particular focus for the grant would be to purchase more contemporary literature and popular fiction by Spanish-speaking authors in both Spanish and English. Access to contemporary literature in Spanish is especially hard to come by for Spanish-speaking students, roughly 10% of the student body, in this rural area. English translations of these titles would provide appealing, welcoming alternatives to our current collection, and could serve as a steppingstone to improve English reading skills. Conversely, the titles in Spanish can improve reading skills for the only foreign language taught on campus. There were very few titles available in both Spanish and English, and those that were in our collection were mostly over a decade old. Applying for and receiving this grant was due to a series of data-informed choices.

Finally, quantitative and qualitative data drives collection development in every respect. Not only is the currency and quantity of any subject analyzed, but the availability of materials in partnering libraries is also considered, both within the Chinook Library Network, and with frequent interlibrary loan partners, especially those who use the Orbis courier. When collection purchases are made, professionally recognized collection development tools such as Choice, Library Journal, Video Librarian, The New York Times Book Review, etc. are consulted to find peer-reviewed, academic press, or critically acclaimed works.

A fuller account of how collection and learning resources are monitored, improved, and updated, correlating departmental activities with intended outcomes, indicators, Core Themes, and College Strategic Goals is available at <https://www.clatsopcc.edu/library/mission-priorities/>.

Rain Magazine

Rain Magazine, Clatsop Community College's long-running literary journal, constantly compiles data on submissions, finances, and advertiser and donor contact information. As the magazine naturally has a high turnover rate with new staff every year, the compilation of this data is important to maintain relationships in the community over time, and past financials inform how and what we print in future issues.



Conclusion

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This report has provided numerous examples at Clatsop Community College of using data to inform decision making. The College continues to make improvements in college processes so that using data to inform decision making becomes a systemic process used throughout the College. The following three action steps are being taken:

- 1) The development of a 2023-2028 strategic plan.
- 2) The creation of a culture of data-informed decision making throughout the College.
- 3) The incorporation of decision making throughout the College that uses data to inform these decisions.

The Strategic Planning Committee and Cabinet are reading *Creating a Data-Informed Culture in Community Colleges*. The guidance from this book should be valuable in shifting the College to a data-informed decision making College which supports mission fulfillment.

Going forward, The Strategic Planning Committee plans to hire a consultant to assist with strategic planning by end of March. The consultant will be expected to assist the College with a detailed plan to developing a strategic plan by the end of calendar year 2023. This plan will be expected to have clear measurable indicators for mission fulfillment, and to clearly define the need for data-informed decision-making at all levels of the College.



Addendum

Addendum

Strategic Planning Guiding Principles

In September of 2022 the Strategic Planning Committee worked together to create a list of guiding principles to better understand the goals and objectives that will inform the Strategic Plan in both the creation and implementation. In setting the goals and creating the guiding principles allows for better understanding of what data is to be collected and how it will be used to inform the decisions being made in planning and implementation.

The Guiding Principles laid out in the September 19th Inservice are as described as follows:

To be Student-centered

- Inspiring Students
- Recognizing Barriers
- Establishing informative Student Feedback

To create a culture of caring

- Establishing a sense of unity
- Respect
- Inclusion

Providing open education resources for better student engagement and outreach

To prepare students to enter the workforce

- Provide realistic and working exit strategies.

To build community

- Connecting to the larger community outside of the institution

Provide institutional services

- Increased staff opportunities for professional development and growth.

To build on the Historical Integrity already established while continuing to look to the future.