

Focused Interim Report



CLACKAMAS COMMUNITY COLLEGE

Focused Interim Report

Prepared for the
Northwest Commission on Colleges and Universities

Focused Interim Visit
April 29, 2008

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Introduction

From October 11 to October 13, 2006, an accreditation team from the Northwest Commission on Colleges and Universities visited Clackamas Community College. Prior to the visit the college had prepared and sent to the team the college's *Self Study*. The visiting team members gathered their notes and wrote the *Comprehensive Evaluation Report*, listing four commendations and the three recommendations listed on pages 35-36. The college is proud of the commendations and immediately started working on the recommendations.

This report is divided into four major sections. The first three address the three recommendations. The fourth section, "Embedded Concerns," lists all of the lesser issues that were embedded in the *Comprehensive Evaluation Report* and how these concerns have been or are being addressed.

The college staff and Board members take pride in our college. They have worked to strengthen the college and its students' educational experiences. They are ready to assist with any questions regarding our progress with the three recommendations

Recommendation 1

While noting that assessment is conducted at the course level, the Committee did not find evidence that student learning outcomes are identified, published and assessed for transfer degrees. The Committee recommends the College identifies, publish, and systematically assess the expected learning outcomes for its transfer degrees. (Eligibility Requirement 12, Commission Policy 2.2, Standard 2.B.2) (A Comprehensive Evaluation Report 35)

After receiving the 2006 accreditation report, an initial discussion of the recommendation took place in the spring of 2007 among instructional deans, the instructional vice president, the college president, and various department chairs and faculty involved in coursework that leads to learning outcomes.

Initial research on outcomes at various colleges was conducted by the dean of Arts, Humanities and Social Sciences, the vice president of Instruction, and selected faculty to explore how other colleges were approaching this issue. We explored outcome documents from Snow College, Mt. Hood Community College, and Portland State University and researched documentation on outcome-based education, including the following:

- "Developing Objectives and Relating Them to Assessment," by Sue Bannister, University of Western Australia
- "General Education Outcomes Framework and AAOT Revision," in the Joint Board of Articulation Committee (JBAC) Community College *Campus Discussions*
- "Accreditation and Accountability: A CHEA Special Report"
- "The Mapping Primer: Tools for Reconstructing the College Curriculum," by Ruth Stiehl with Lew Lewchuk.

We found that there were a wide variety of efforts underway with differing approaches and methodologies. We were also aware that statewide efforts had commenced to explore General Education outcomes at the state level; we had several faculty on state task forces to help develop outcomes for the AAOT/ASOT transfer degrees.

The topic of General Education outcomes was introduced and discussed for initial direction at spring 2007 Curriculum Committee meetings. The college began discussions on both outcomes and the initial process of the task force. Historically, recording outcomes at the course level has been the primary means of measurement; integrating institutional outcomes is a challenge that will be accomplished in the coming year.

The following is a chronology of the steps CCC has taken and will take in the near future regarding assessment needs.

1. In May 2007, Clackamas continued its participation in the statewide discussions being held in conjunction with the state Joint Board of Articulation Committee (JBAC) and the Oregon University System (OUS) to consider development of statewide General Education outcomes. Our comments were forwarded to the state group for inclusion in the collective responses.

Educational outcomes that need to be identified, published, and assessed may fall into several of the categories already considered at the course level, including reading effectively; writing clearly; speaking (or communicating) effectively; and retrieving, evaluating, and thinking critically about information. Developing diversity, cultural awareness, computational skills, and ethical reasoning as well as responding to artistic experience and applying personal fitness information to lifestyle choices are all included in well-rounded general outcomes. Further exploration of these and other outcomes continued in individual departments.

2. 23 July 2007: Clackamas Community College summer curriculum meeting: General Education outcomes were discussed at length. General statements were devised and preliminary categories for outcomes were developed. Task force volunteers were identified.
3. 1 August 2007: The topic of General Education outcomes was introduced at the summer CCC vice presidents' meeting. Department chairs, faculty, and representatives from various associations began mapping desired outcomes of the General Education experience at CCC. In this meeting the participants developed comments from all sectors of the college regarding "what should students know" when they finish their two-year degrees here. We collected and recorded comments from all participants in the general areas of communication, computation, sustainability, diversity, information literacy, reading, writing, thinking skills, PE/health, and human relations.
4. September 2007: The task force (the dean of Arts, Humanities and Social Sciences, the chair of Sciences, members of the English Department and library faculty, the Curriculum and Reporting Office manager, and the director of Skills Development) took linked outcomes and developed the first draft of the outcomes document. Additional sources included outcomes available from other colleges and the now published drafts of General Education outcomes for the AAOT available on the OUS system at http://www.ous.edu/news_and_information/forums.php. Discussion took place at department and division levels during in-service, September 2007.
5. September-November 2007: Drafts of the outcomes document were presented first at College Council, then to the vice presidents' meetings on October 26, 2007. Subsequently the draft went to Presidents Council, deans and chairs for distribution to faculty. We gathered comments and suggestions and edited the document.
6. 12 December 2007: The Board of Education received an update on the accreditation process and our progress on General Education outcomes, as well as an evaluation of the first phase and development of language for inclusion in the 2008-2009 college catalog.
7. December 2007/January 2008: The task force collected final comments and generated a final draft.
8. 21 and 27 January 2008: The task force reviewed our progress.
9. January/February 2008: A presentation was made to the Curriculum Committee on 18 January and 1 February, 2008 prior to a sign-off for inclusion in the 2008-2009 catalog.
10. 6 January 2008: A final presentation was made at the Board retreat. Below is the document created and accepted college-wide.

The AAOT /ASOT transfer degrees at Clackamas Community College are designed to prepare students to succeed after transferring to Oregon University System (OUS) schools and to attain GPAs comparable to students who begin their education at those institutions. Students who attain these degrees will possess a wide range of knowledge and skills, as described in the categories below.

General Education Student Learning Outcomes for AAOT/ASOT Degrees

WRITING	Write fluently and revise effectively; use technology to prepare manuscripts and pursue research; write appropriately for a variety of audiences, situations, and academic disciplines; respond to and defend positions on complex ideas, issues, and texts, using sources effectively and ethically.
SPEECH AND COMMUNICATIONS	Use knowledge of various influences on the communication process to create and interpret messages; organize and deliver effective verbal and nonverbal messages for a variety of purposes and settings.
MATHEMATICS	Use college-level mathematics to analyze and solve problems, as well as recognize mathematics applications, apply appropriate techniques to arrive at solutions, and accurately interpret and communicate the results.
HUMANITIES, ARTS AND LETTERS	Analyze and form critical responses in subjects such as literature, music, and the visual and performing arts; make use of the creative process to enrich their quality of life; critically analyze their values and ethics within the stream of human experience; and engage more fully in local and global issues.
SOCIAL SCIENCES	Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior; and apply knowledge and experience to achieve an informed sense of self, family, community, and society.
SCIENCE	Demonstrate basic knowledge in science; apply that knowledge in the process of understanding and analyzing relevant issues; understand, analyze, and critically evaluate scientific data; explain how science investigates and develops explanations of physical phenomena.

ASOT students will also be able to do the following:

- Understand and apply micro- and macroeconomic theories and models to individual, group, and societal behavior and choices
- Recognize and apply business statistical methods and explain how they affect business decision making
- Prepare letters, reports and memos related to business topics using technology.

In addition, students will experience and have access to a variety of diverse perspectives in curriculum and on campus. Students will have the opportunity to analyze and evaluate ideas expressed artistically, orally, and in written form; use technology to identify and gather the information required to do so; integrate information from a variety of sources and of various types into a coherent understanding of a complex idea, situation, or problem; and learn independently.

10. February-June 2008: The Instructional Standards and Procedures (ISP) Committee is reviewing the ISP standard (course information) regarding the assessment mechanism for course outlines. The college will perform the annual required review and update of course outlines and will begin the process of relating course outcomes to the General Education outcomes for all college transfer courses.
11. 2008-2009
 - The college will conduct a curriculum-wide review of outcomes and make adjustments according to received feedback from departments and divisions. This process links the course outlines and the instructor grading process to the General Education outcomes.
 - In the fall of 2008 the college will begin the process of “mapping” courses to the General Education outcomes. The process of mapping includes demonstrating how course outlines link to General Education student learning outcomes and includes departmental revisions of course outlines. The college has done extensive work over the last eight years to complete student learning outcomes in outlines at the course level. Mapping provides a “pointer” from these course level outcomes to the more general student learning outcomes. It is recognized that different disciplines (and instructors) assess learning in their courses with different models, and the college maintains respect for department autonomy and academic freedom. Some courses use the “course lead” model with common course exams, some provide course outlines as a template for instructors’ syllabi, and some provide complete autonomy for developing curriculum. One goal of the mapping process is to provide a link from course materials to the general outcomes.
12. The following are task force agenda items for the next steps involved in moving the college forward in progressive measurement and assessment of student learning outcomes:
 - Winter 2009: The task force will review the process of mapping courses to General Education outcomes and will evaluate progress.
 - There are currently several initiatives on campus to provide assessments.
 - We will tie the college mission and strategic priorities into assessment. Key performance measures in the college’s strategic priorities (#14 and #15) measure the transfer percentage of our students to four-year institutions and the success of students who transfer compared to those that take lower division coursework at the destination institution.
 - The college is currently engaged in a comprehensive examination of strategic enrollment management (SEM). The task force is looking forward to the results of this consultation and its relevance for measuring outcomes.
 - The task force will explore the work of Alverno College, a recognized leader in outcome assessment models.
 - We will link assessment to institutional goals, continuing in the dialog about developing outcomes in the context of institutional priorities.
 - The task force will assist departments as they link outlines to the General Education outcomes through course mapping.

Clackamas Community College will measure General Education outcomes in four ways:

1. Grades in classes at Clackamas Community College have always been the traditional method for assessing students. Instructors work from a common course outline to develop syllabi that reflect the body of knowledge to be attained in any given course. Academic freedom is preserved at the syllabus level. The policy titled "Course Information" in *Instructional Standards and Procedures Policy Manual* will be reviewed and updated to map course outline outcomes to General Education outcomes. Departments will develop methods for assessing how students meet the outcomes outlined in *Institutional Planning & Assessment*.
2. We will continue to measure the percentage of students actually transferring to OUS four-year institutions (Oregon State Key Performance Measure (KPM) #14). This information is available from the Oregon University System Office of Institutional Research and aligns with state key performance measures in *Institutional Planning & Assessment*, giving an indication of how our students matriculate with our transfer degrees.

3. Determining the success of students one year after transferring to OUS four-year institutions (Oregon State KPM #15) measures how our students do in relation to students who begin their education at the four-year schools. This information is also available from the Oregon University System Office of Institutional Research and is measured with the OUS *Student Success/Transfer* report available online on our assessment page.
4. Student and alumni satisfaction surveys (previously measured with the ACT survey and now being measured with the CSSE survey) measure the way students perceive how their education at CCC has benefited their continuing education. We currently administer a graduate survey one year after matriculation and the "Student Engagement Survey." (in General Education courses) each year.

To complete the feedback cycle and "make improvements in the program dictated by the evaluation process," we will set goals to accomplish the following:

1. Improve grades in classes through faculty assessment, attention to course outlines, and retention efforts, and
2. Improve the number of students who actually transfer (strategic priority key performance measure #14).

Recommendation 2

While planning occurs at several levels, the Committee did not find evidence that the institution systematically applies evaluation and planning procedures, addresses the extent to which it fulfills its mission and achieves its goals, and periodically publishes the results to its constituents. The Committee recommends that the institution clearly link systematic evaluation activities with ongoing planning processes to influence resource allocation and to improve instructional programs, institutional services, and activities. (Eligibility Requirement 17 and Standard 1.B.4.) (*A Comprehensive Evaluation Report 3*)

To address the recommendations outlined by the committee, Clackamas Community College developed a strategic planning task force, initially targeting improvements to be included in the 2007-2008 planning and assessment process. The task force included representation from across campus (Instructional Services, Enrollment Services, Institutional Research, College Advancement, Student Services, and Campus Services). The task force's responsibilities included designing and overseeing a collaborative strategic planning process linking the annual budget to the strategic plan at an institutional level.

The task force worked closely with the Executive Team, Presidents Council, College Council, the Foundation Board, and the CCC Board of Education as it designed and implemented these processes. Special workshops, presentations, and training sessions were also held to ensure broad campus participation. The task force is committed to a collaborative process and plans to continue offering as many opportunities for involvement as possible to college staff and to the community we serve. The goal is to foster a planning process that functions as both a guide and an assessment framework for internal and external evaluations.

Strategic planning highlights for 2007-2008 that address the suggestions outlined by the committee include the following:

1. We revisited CCC's *Visions to Reality*, which historically has outlined Clackamas's values, goals, and decision making processes. During that review it became apparent that there was a desire on the part of the greater campus community to review the college's values and decision making processes. This led to the effort to streamline our campus decision making matrix using the 2007-2008 institutional planning and assessment methodology. CCC is refining the process to both clarify decision making and enhance the accountability of college efforts. Inclusion of long-term and three-year strategic priorities under "Decision Making" in *Institutional Planning & Assessment* will
 - 1) Strengthen CCC culture and environment and
 - 2) Create a series of campus-wide forums to reestablish our CCC vision, mission, and goals.

Progress has been made on both of these outcomes, specifically accountability measurements and campus involvement in decision making. The evidence is succinctly outlined in the newly designed quarterly Board report under "Institutional Activities." The institutional activities (IAs) that best demonstrate this progress are listed on the next 2 pages.

IA #103		REPORT OUTCOMES TO OUR COMMUNITY AS PER ACCREDITATION	
		CCC 3 Year Priority - Strengthen CCC culture and environment.	
Status	Tasks Completed To Date	Targeted Tasks/Timelines: •Develop new Institutional Planning & Assessment reporting templates •New Community Annual Report (Mail) •Improve CCC Schedule of Classes to be a better communication tool •Redesign Quarterly Board Report	
	•New Quarterly Board Report		
In Progress	•New Institutional Planning & Assessment Reports (Department, Division, Institution)	Data Source	2007-08 Outcomes
		•Comment Forms	
		•Feedback from Community meetings	
	•Presentations to local Chambers & Rotaries	•Web survey	
	•First phase of class schedule improvements implemented		
	•Printed and distributed 137,000 class schedules		
			Board Contact: Shelly Parini
IA #118		ADDRESS ACCREDITATION RECOMMENDATIONS	
		CCC 3 Year Priority - Strengthen CCC culture and environment.	
Status	Tasks Completed To Date	Targeted Tasks/Timelines: •Develop transfer degree student learning outcomes •Demonstrate effective planning and assessment •Establish clear college financial business practices and policies	
	•Identified Consultant and task force to prepare for spring 08 visit		
In Progress	•Presented work in progress to Board of Education Sept 12, and Dec 12, 2007	Data Source	2007-08 Outcomes
			•Comprehensive Evaluation Report
		•Board Policy updates	
	•Revised and approved ten policies out of 12 relating to financial and business practices	•Institutional Planning & Assessment Document	
			•Student learning outcomes
			Board Contact: Baldwin van der Bijl

IA #119		ASSESS, EVALUATE AND MAKE RECOMMENDATION FOR IMPROVED COMMUNICATION	
		CCC 3 Year Priority - Strengthen CCC culture and environment.	
Status	Tasks Completed To Date	Targeted Tasks/Timelines: •Improve FYI Today •Develop "Fireside Chats" with President & Executive Team •Create Monthly President Messages •Organized annual communication plan to enhance campus connectivity	
	•Improved access, FYI Today		
In Progress	•Held first Fireside Chat with campus community Dec 2007	Data Source	2007-08 Outcomes
		•Climate Survey Results	
	•Started monthly President messages in Dec 2007	•On-line communication survey	
		•Feedback from Fireside Chats	
	•Developed annual communication matrix approved by presidents council	•Number of participation in each activity	
			Board Contact: Shelly Parini, Baldwin van der Bijl
IA #121		DEVELOP AN ACTION PLAN TO ADDRESS KEY AREAS OF CONCERN RELATED TO DECISION MAKING AS DESCRIBED IN THE CAMPUS CLIMATE SURVEY	
		CCC 3 Year Priority - Strengthen CCC culture and environment.	
Status	Tasks Completed To Date	Targeted Tasks/Timelines: •Review decision making processes for President's Council, Executive Council and College Council •Establish communication pathways for council decisions	
	Changes include:		
In Progress	•Presidents' Council reflecting a shared leadership model	Data Source	2007-08 Outcomes
		•Presidents' Council Minutes	
	•College Council being more interactive/inclusive	•College Council Minutes	
		•Exec Team Notes	
	•Executive Council is now Exec Team, a weekly managers meeting		
			Board Contact: Joanne Truesdell

2. We redesigned *Institutional Planning & Assessment* and departmental and division templates. The new documents are designed to be useful at both institutional and program levels in helping shape strategic direction

and self-evaluation. The goal was to have the process be as simple as possible, encouraging both qualitative and quantitative data sources, and flexible enough to accommodate both instructional and service needs.

The college community has successfully completed its institutional planning assignment for 2007-2008 and has begun the process of evaluation and assessment. To ensure that the new process is an effective tool, the task force produced an electronic planning and assessment questionnaire to solicit feedback for improvement. The results from the survey will allow the task force to make appropriate adjustments to the new documents and tools for 2008-2009 planning, which launches in March 2008. Planning for 2008-2009 will continue to be linked to budgeting and performance.

3. The campus community has begun focusing attention on the importance of institutional effectiveness to help accomplish mission and goals. During fall in-service, the vice presidents' meeting was used as the launching platform for this message. Assessment was defined by the task force as the process of collecting and reviewing the evidence about the college's academic and administrative programs and services, then using it for evaluation and quality improvement.

It was noted by the dean of College Advancement during the vice presidents' meeting that faculty should use this information to improve student learning. She further noted that the second function of assessment is evaluation of the college programs for both internal and external accountability purposes. External accountability involves providing evidence to the Board that the college is meeting accreditation requirements and to the state that it is meeting key performance measures. Such evidence is documented in the newly remodeled *Institutional Planning & Assessment Board Report* (formerly titled *Board Report*). The new report, delivered quarterly to the Board, more clearly links the strategic planning process with decision making and assessment. The

task force is determining how to regularly and most efficiently report evidence of institutional effectiveness to the public.

The goal of the task force is to have the first series of reports out to the public (defined by district) by fall of 2008. The purpose of these reports is to ensure that we are clearly demonstrating to the citizens of our district that the institution uses information from its planning and evaluation processes when communicating evidence of institutional effectiveness. The *Schedule of Classes*, the CCC website, and the annual Board report will be used for reporting.

The mission of the task force is to ensure that the new strategic planning process helps the college more effectively and transparently align its resources, decision making, and planning efforts in a way that is meaningful to the internal and external community.

The following evidence is attached for committee review:

2007-2008 Institutional Planning & Assessment

2007-2008 Institutional Planning & Assessment Department Template

2002-2008 Institutional Planning & Assessment Division Template

Fall 2007 Institutional Planning & Assessment Board Report

Board of Education agendas and materials

"Institutional Planning & Assessment Questionnaire "

Presidents Council minutes

Vice presidents' meeting minutes and materials

College Council minutes

2008 Communication Matrix

Recommendation 3

The College's growth and increasing complexity have not been accompanied by adequate financial management tools and controls. In some cases, policies could not be found. Overarching financial policies, reports, and controls need attention to insure financial and fiduciary rigor. In its self-study, the College identified the need to upgrade, modernize, and reorganize its financial software. The committee encourages the College to complete the upgrade process. Furthermore, the committee recommends that financial policies and practices also be reviewed and updated as needed to reflect the complexity of college operations. (*A Comprehensive Evaluation Report 35-36*)

Financial Management

Activity: The financial forecast needs to be updated and maintained.

Outcome: The financial forecast is current and communicated.

Process and timelines: Complete. The forecast is updated continually and presented at appropriate intervals and venues.

Exhibits: Financial forecast at 1-22-08

Policies

Activity: Policies need to be reviewed, documented, and communicated.

Outcomes:

1. Policies are written for all relevant topics covered by recommended practices of the Government Finance Officers Association (GFOA).
2. Policies are approved by the Board and appropriate committees.
3. Policies are reviewed in appropriate committees, meetings, and trainings, and are accessible electronically throughout the campus.

Process and timelines:

		APPROVED	TO BE REVIEWED
Board policy			
701	Budget policies	9-12-07	
702	Audit	9-12-07	
705	Purchasing	9-12-07	
708	Fixed assets	9-12-07	
710	Signature authority	8-8-07	
711	Debt	11-14-07	
712	Investments	11-14-07	
713	Travel		fall 2008
714	Bookstore	11-14-07	
716	Tuition and fees		fall 2008
718	Budget committee	8-8-07	
720	Printing and duplication	11-14-07	
Administrative regulations			
716-001	Tuition and fees		fall 2008
713-001, 713-002	Travel		fall 2008
Department policy			
Budget management & changes after adoption		7-1-07	
Internal controls and internal audit			spring 2008

Exhibits: Approved policies

Reports

Activity: Access to financial information had been limited to trial balance lists.

Outcomes: College staff has access to financial reports that are timely, consistent, understandable, and useful. Each group of users has the opportunity to give input on report design and content, has been trained on accessing and using reports, and is using the information as needed.

Process and timeline:

Chart of accounts

The chart of accounts is the coding scheme that defines how accounting information is organized in the software. The previous system was poorly designed, making it difficult to retrieve information for financial reports. The project to redefine the chart of accounts started in 2006 and was completed in July 2007. Comprehensive information is available to the campus on the Business Office website.

Report writing

A report writer is software that produces financial reports. In 2006, the college purchased FrX, a Microsoft product. FRx has been used by Business Office staff since 2006. As of January 2008, financial statements for the Fee, Intramurals and Athletics, Associated Student Government, Tech Mech, and General Funds are available to the campus on the web port.

Training

With reports in place, the focus needs to shift to campus training. The Business Office conducted two hands-on training sessions in February 2008 and has scheduled the next for May 2008.

Software

Activity: Various processes are manual and inefficient. Datatel consultants reviewed usage of the software in 2005 and recommended further consultation and changes in each module.

Outcomes: Manual processes are automated, access and accuracy of information are improved.

Process and timelines:

Reimplementation of Human Resources/Payroll modules

Portions of these modules were not set up appropriately when Datatel was installed in 1995, and software changes since then have not been implemented. The project to reimplement these modules began in 2007 with the selection of consultants; work began with their visit in February 2008.

Exhibits: Potential changes from the Human Resources/Business Office "wish lists" are detailed on the Exhibit titled "HR/PR Datatel Reimplementation, Summary of Recommended Changes."

Internal Controls And Audit

Activity: Internal controls have not been systematically documented, reviewed, or communicated. A software analyst/internal audit position was created in 2006. At that time, we anticipated that during the first year or two staff would be learning the new Datatel software. Throughout 2007, the priority for this position was the change in the chart of accounts and report writing.

Outcomes: Departmental polices and procedures, internal control testing, recommendations, and appropriate follow-up are documented.

Process and timelines:

Payroll

Review and documentation of internal controls will be part of the HR/Payroll software reimplementation during 2008-2009.

Cash receipts and accounts receivable

These transaction cycles are the next priority after payroll.

Embedded Concerns From A Comprehensive Evaluation Report

Listed by Standard are comments and suggestions for improvement that did not rise to the level of Recommendations but nonetheless need to be addressed. These were taken from *A Comprehensive Evaluation Report* from the Northwest Commission on Colleges and Universities. The numbers preceding each concern do not relate to specific numbers within the standards in the *Accreditation Handbook*. They are assigned arbitrarily for ease of reference.

Standard 1

1.1 There is limited evidence that progress toward accomplishing the mission and meeting its goals has been published. While quarterly Board reports list accomplishments, it is unclear as to how these ties to College goals, priorities and benchmarks. (*A Comprehensive Evaluation Report 2*)

RESPONSE:

See Recommendation 2.

1.2 It was unclear how assessment activities and benchmarks are integrated and utilized to evaluate the extent to which the institution is achieving its goals. More clarification is needed on how assessment activities impact the decision-making process. (2)

RESPONSE:

See Recommendation 2.

1.3 Sufficient evidence was not found to substantiate how the institution uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to its public on a regular basis. (3)

RESPONSE:

See Recommendation 2.

Standard 2

2.1 There is no evidence of how transfer degree outcomes are identified. (6)

RESPONSE:

See Recommendation 1.

2.2 Some programs may need to review their course offerings to ensure that they are efficient and clear to the public. (7)

RESPONSE:

In the Technical Career Education Division faculty are currently reviewing all catalog course descriptions by each department to ensure they accurately reflect any changes to curriculum and are efficient and clear. The

course descriptions will then be reviewed by department advisory committees, who will be asked to evaluate their accuracy and clarity. Any changes resulting from this process will be incorporated into the 2009–2010 catalog.

2.3 The Committee did not find evidence of clearly identified student learning outcomes. The Committee suggests that the College identify transfer degree learning outcomes and publish them. (10)

RESPONSE:

See Recommendation 1.

2.4 The Committee could not find Continuing Education institutional effectiveness measures or annual outcomes and plans independent of the departments that offer credit course through Continuing Education. (12)

RESPONSE:

Continuing education at Clackamas Community College is not a separate department. Each department offering career technical credit courses (horticulture, medical assistant, etc.) also offers, as appropriate, continuing education classes. Continuing education outcomes are inclusive of these departments. In many cases outside agencies have requirements, goals, and outcomes that departments must meet in their continuing education classes.

2.5 The College's decentralized filing system made it difficult to review all contracts. (12)

RESPONSE:

All signed contracts are now filed with the Business Office.

2.6 The Committee could not find evidence that the Advanced College Credit (ACC) program remains under the sole and direct control of the College. Specifically, the Committee could find no evidence that the College evaluated student progress in this program. (13)

RESPONSE:

The Advanced College Credit (ACC) program is under the sole and direct control of the college, as demonstrated by an annual, multi-step approval process involving high school instructors and college faculty in reviewing

course curricula. College department chairs and faculty review high school curricula for alignment with college outcomes, and division deans sign off on the final articulation agreements. All pertinent documentation resides in the ACC office.

Additionally, annual program area meetings are held between college faculty and high school faculty to review ACC articulation requirements and registration processes. Curriculum changes and updates are discussed and best practices and useful resources are shared. These meetings are essential for continuous process improvement to maintain program rigor, robust high school partnerships, and effective and ongoing communications.

Evaluation of student progress within the Advanced College Credit program has recently been accomplished through a review of student data. Cohort codes have been established within the student management system (Datatel) to allow tracking of students into Clackamas. The overall goal is to review ACC students' matriculation rates to CCC within one year after graduation and compare them with non-ACC students in sequential course areas such as WR 121 and WR 122. These same data have been gathered from the Oregon University System. Initial reports show that dual credit (ACC) students, including those from level statewide. This level of data collection is a relatively new initiative for CCC. Future plans for data analyses include comparing the credential attainment rate between ACC and non-ACC students.

Standard 3

3.1 It is unclear what assessment activity initiated the changes or how the changes support the mission of the College. (25)

RESPONSE:

In 2000-2001 the Enrollment Services (ES) Division moved into a new building with space designated and designed for delivering enrollment student services in a “one stop” fashion. Assessment activities that informed our decision making with regard to design of space and changes to service model were as follows:

- In divisional and departmental meetings staff considered the existing Enrollment Services model in terms of how students accessed staff, information, and operations.
- In team and departmental meetings staff reviewed existing business practices for student ability to easily navigate needed services.
- Selected ES Division staff visited other community college one-stop centers and attended professional conferences to learn about effective enrollment services delivery models and best practices. (see the Southwestern Oregon Community College (SWOCC) example and “Essentials of Enrollment Management: Cases in the Field” p. 101, on exhibit.)
- Staff reviewed student comments and results from previous ACT student opinion surveys and Graduate/Leaver surveys with regard to satisfaction levels. (These surveys are on exhibit.)
- Operational staff from the Enrollment Services departments met weekly to review findings and to develop a common goal for a new service delivery model and design of operational space. (See Gateway Timeline.)

- Staff looked to professional groups American Association of Collegiate Registrars and Admissions Officers (AACRAO) and governing bodies (State Department of Education) for validation of best practices and compliance issues.

As a result of these assessment activities we determined that

1. Students were often confused or frustrated with Enrollment Services procedures. (See student comments from ACT Survey 2004.)
2. Students were often referred to multiple office locations and individuals to get information needed to complete a process.
3. Students were spending excessive time waiting in lines to be served.
4. Students were receiving inconsistent answers and information.
5. Students were satisfied overall with the services they were receiving, but not to the level we had desired. (See the 2000, 2002 and 2004 surveys.)
6. Other service delivery models might better support our students. (See the SWOCC example on exhibit.)

Enrollment Services staff determined to establish a one-stop service model that serves as a “gateway” to the college. (See the Gateway memo and “Essentials of Enrollment Management – Cases in the Field.”)

Since our move to a new building and implementation of our “gateway” one-stop service model, we have improved the experience for students enrolling in courses at CCC by providing the following:

- Cross-trained general services staff
- A central location where students can register, pay for classes, set up payment plans, order transcripts, obtain picture ID, turn in forms, ask questions about financial aid, and more

- Enrollment Services staff in Registration, Records, Admissions, Transcript Evaluations, Financial Aid, Veterans Benefits, and Student Accounts, all located in a shared space and available by phone, drop-in, appointment, and e-mail to assist students with specific needs
- Online enrollment services that mirror nearly all of CCC's site-based services and are available 24/7
- Reduced waiting time for students
- Reduced lines for students.

2006 ACT Student Opinion Survey results indicate a mean satisfaction rating of 1.99 for registration procedures. This is a 20% improvement in comparison to prior survey results. Other areas of Enrollment Services such as Financial Aid and Student Accounts also indicate improvement. (See the *2006 ACT Survey*.)

3.2 It is not clear how this annual planning process aligns with or is linked to the College's budget allocation process. (16)

RESPONSE:

Student and Enrollment Services participate in the same annual planning, prioritizing, and budgeting process as the rest of the college. Assessment and planning for the new year begins in the spring/summer with strategic priorities being articulated in the fall. Budgeting begins in the winter with allocation being determined by institutional priority. Please see the ES planning document on exhibit.

3.3 Concerns are raised that financial resources for Student and Enrollment services are not allocated based on identified need to adequately support services and programs. (16)

RESPONSE:

Since our accreditation visit, CCC has undergone a review of its strategic prioritization process. As a result, Student and Enrollment Services' three-year priorities and one-year activities have been linked with institutional planning.

3.4 The college does not have a systematic way of identifying the characteristics of its student body, since students are not required to complete admissions applications nor provide demographic data prior to enrolling. In addition, because staff was not fully trained on the capabilities of the Datatel computer system during its initial implementation phase, student demographic and enrollment data have not been readily available to the campus community to better inform the assessment and decision-making process. Some members of the faculty expressed concerns regarding the reliability of the student enrollment and program completion data. Concerns exist because student demographic data is not systematically collected. (16)

RESPONSE:

All students are asked to provide demographic information as part of the admissions and/or registration process. Name, address, birth date, SSN, gender, ethnicity, residency, previous institutions attended, high school graduation, educational goal, and program of interest are all standard items that we ask students to provide.

We have an "open door" admission policy and students may begin with us by first completing the Application for Admission form prior to enrolling. Or they may also be admitted at the time they register for classes through a "quick admit" process. This same process is also used for cohorts of students that may come to us by way of external partnerships.

Since our accreditation visit, we have made improvements in our enrollment management reporting that now is distributed weekly to divisions and departments. These reports include student demographic information. This information is also available to all CCC staff via the Curriculum & Reporting website.

3.5 Concerns are raised regarding its implementation in a fair and consistent manner. Student complaints and disciplinary actions are handled at the departmental level with no central oversight. Students are encouraged to keep complaints at an informal stage and discouraged from filing formal grievances. As a result, potential exists for inconsistency in interpretation in the implementation of College policies. (16)

RESPONSE:

Clackamas Community College has a clear and distinct process for handling student complaints and disciplinary issues.

3.6 Management of Disciplinary Issues:

The “Student Code of Conduct” in the *Student Handbook* (138-41) outlines the disciplinary process for all students. It is handled first at the department level. Any student who has been accused of violating college policy is referred first to the department chair or director of the area in which the student engages the services of the college. The process assures fair and consistent application, as it requires the dean or director of an area to investigate complaints received by department chairs. Deans and directors make recommendations to the vice president of Instruction, who places any necessary disciplinary sanctions on students at this college.

Student complaints:

Student complaints are handled through the problem resolution procedure outlined in detail in the *Student Handbook* (141-43). Clackamas Community College empowers and supports its students by directly dealing with difficulties they experience with college staff or faculty, as the ability to address problems is a critical life and employment skill. Our policy states, “If a student chooses to omit” this

process, he or she is invited to follow another path to resolving the complaint. The counseling staff and the HR Office are in charge of training staff and faculty to assist students in resolving complaints. Training sessions happen every year at college in-service and at the request of departments throughout the year.

To further insure that the formal process is not inhibited, the college requires that the formal process be completed at the dean level.

The policy and process for handling sexual harassment is separate and distinct and can be found on page 144 of the *Student Handbook*.

There is “no clear documented evidence that the results were used to make structural or operational changes or used for resource allocation to support ongoing assessment activities.” (17)

RESPONSE:

See 3.1 above.

3.7 There was no evidence that the “blending” of services in Enrollment Services was based on a systematic assessment and planning process, nor that the “blending” of registration services and student accounts meet appropriate financial controls and accepted principles of accounting. (17)

RESPONSE:

See 3.1 above.

As part of our research for developing our one-stop service model, we verified with the Department of Education that our design and division of labor between Student Accounts, Registration, and Financial Aid were appropriate. We were assured that we have the appropriate division of labor and internal controls in place.

3.8 Concerns of internal controls and conflicts of interest exist regarding this organizational structure. (17)

RESPONSE:

There are three distinct departments within our one-stop model responsible for delivering registration, student accounts, and financial aid services/functions. We have clear procedures and division of labor between these areas in order to assure that those awarding, transmitting, and reconciling funds are not also performing registration, billing, and collection. We have verified with the Department of Education that our model and structure is in keeping with good practice.

3.9 The special admissions process for the nursing program involves a two-part process—(1) an application and transcript(s) evaluation process that are scored and ranked and (2) an interview with faculty in the department. Neither the catalog, student handbook, nor the quarterly class schedule articulates the interview requirement for admissions to the nursing program. (17)

RESPONSE:

Wording in the catalog and on the department's web site has been changed to indicate that the application to the Nursing Program is a two-step process. Admission is by special application only. Students must submit application to the Registrar's Office by the deadline. Qualified candidates then progress to the interview/essay portion of the process. Acceptance into the Nursing Program allows for co-admission to Clackamas Community College and Oregon Health & Science University, School of Nursing.

There is no need to include the two-step application process in the quarterly schedule or handbook, as students enrolling in nursing courses have already been admitted into the Nursing Program.

3.10 The general student population is not held to an academic standard. This is an area identified and acknowledged by the College in its self-study as needing attention. satisfactory academic progress policy is written in the College's catalog and quarterly class schedule however, it is not being implemented or enforced. The College needs to ensure that published policies are implemented. (18)

RESPONSE:

The instructional standard governing satisfactory academic progress has been reviewed by a subcommittee established by our Instructional Standards and Practices Committee. The edited policy has been returned to the committee for a first discussion, and final edits are to be complete by 1 April 2008. Edited policy will then be sent out from the ISP Committee with recommendation for approval in April by College Council and Presidents Council. Institutional application of the policy will begin 1 July 2008.

3.11 Concerns are raised regarding the recent blending of the Financial Aid Office functions with Student Accounts and Registration Services and cashiering functions. (18)

RESPONSE:

See 3.1 and 3.7 above.

3.12 The College lacks evidence that the change is consistent with the Mission of the College, that the change was based on a planning and assessment process and that the change meets acceptable accounting practices and internal controls. (20)

RESPONSE:

See 3.1 and 3.7.

3.13 No clear indicator that the planning informs the budget process, or that the data gathered from the ACT student survey is used as basis for change. The College should utilize a periodic and systematic planning and evaluation process to inform budget decisions (Standard 3.A.4.) and as a basis for change (Standard 3.B.6.) (20)

RESPONSE:

See 3.1 , 3.2, 3.3, 3.7 above.

3.14 The College does [not] collect student demographic data through the admissions and/or enrolling process. Collecting, reporting and using student demographic data in a systematic manner is a basis for institutional planning and assessment and for identifying the characteristics and needs of its student body (Standard 3.B.1. and Standard 3.D.2). (20)

RESPONSE:

See 3.4 above.

Standard 4: None

Standard 5

5.1 There was not conclusive evidence that students were able to use materials independently or effectively or that the library was contributing to the ability of students. Neither interviews with students nor reviews of materials confirmed that students developed the ability to apply library resource skills. (22)

and

5.2 The library might consider expanding its evaluation and analysis process to include outcomes and assessment that rise above inputs and measure the impact of its program and services on student success. (23)

RESPONSE:

The library mission statement is “. . . to provide information resources and services to support instructional programs. The library also provides for the general information needs of students, staff, and community patrons; maintains a well-balanced collection of print, non-print, and electronic resources; and assists patrons in the effective utilization of these resources.

To accomplish the final portion of the mission, “. . . assists patrons in the effective utilization of these resources,” the library provides three types of library instruction: orientations, general research process, and specific subject/assignment. The librarians assist students in effective use of library resources in smart classrooms across campus, in the library instruction classroom, and at the reference desk. See Table 1 below generated by library staff.

Table 1

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Students Attending:							
Orientation	735	761	883	1153	1354	895	1041
General Research Process	1412	1038	719	914	1103	1099	1544
Specific Subject/Assignment	699	1261	1107	925	1073	909	1101
Total	2846	3060	2709	2992	3530	2903	3686

From Table 1 it is apparent from the number of students receiving library instruction that the faculty in conjunction with library faculty assist students in the effective use of library

resources. These numbers are more than doubled by the number of students receiving assistance at the reference desk (Table 2, generated by library staff).

Table 2

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Reference Questions	4822	4561	4896	4805 (September missing)	4984

It is natural to wonder if the students are more independent in their research efforts after such a large investment of library time and energy. Accumulating data indicates students are able to conduct research effectively when they are at home. First, the fact that students are choosing the library's proprietary databases over, or in addition to, say, Google or Yahoo, indicates they have learned the difference. Second, conducting research from home (without the aid of a librarian) in any of

the library's databases would indicate a substantial degree of independent research skill. Table 3, generated by library staff, describes the number of times the EBSCO database is accessed from campus and how many times by students from home. (The same data is available for other library databases.) The fact that students are conducting research from home is conclusive evidence that they have learned how to access credible information.

Table 3

NOVEMBER	2002	2003	2004	2005	2006	2007
on-campus/off-campus IP address	925/1009	903/1561	1431/1,099	1,205/1,219	1,056/1,060	1064 / 1048
FEBRUARY	2002	2003	2004	2005	2006	2007
on-campus/off-campus IP address	1125/611	843/993	1194/836	1045/823	1117/1066	1158/1337
MAY	2002	2003	2004	2005	2006	2007
on-campus/off-campus IP address	1251/733	1167/1412	1427/978	1476/1180	1477/1267	1450/1243

IP: Internet Protocol

Students are also asked to self-assess their research capabilities. In 2004 the "Reference Quality Survey" started asking students, "If you came back to the library looking for the same information, do you believe you could now find it by yourself?" In the initial survey, 66 of 70 (94%) students believed they could find the information independently. In November of 2007 the informal survey asked the same question and 32 of 33 (97%) responded that they believed they could find the information by themselves. This question will continue to be a staple of the survey.

There is strong evidence that library instruction is successful. Transfer students are thrust into a variety of libraries at OUS institutions, and these libraries have resources well beyond the purchase capacity of a community college. As demonstrated in Table 4, data collected by the State of Oregon demonstrates Clackamas students fare well upon transfer. A close look at the GPAs of Clackamas transfer students in disciplines that traditionally require library research--English and the Social Sciences--demonstrates students have retained research skills and are succeeding in their library research.

Table 4

	CLACKAMAS STUDENTS	OUS CONTINUING STUDENTS	AVERAGE FOR ALL COMMUNITY COLLEGES
Overall GPA	3.04	3.08	3.03
GPA in Social Sciences	3.00	3.02	2.98
GPA in English Composition	3.13	3.23	3.14

Source: CCC web page citing Oregon University System, Office of Institutional Research data

5.3 More work may remain in the analysis of the data to determine users' abilities as well as breadth of the collection. (22)

Users' abilities are covered in 5.1.

Breadth of the Collection

The mission states the library will "... provide information resources and services to support instructional programs." To fulfill this mission the library purchases cursory materials (such as encyclopedias, handbooks and dictionaries) for the reference collection and extensive treatments (books and CDs) for the circulating collection. To provide information in subject areas that are not part of the curriculum, i.e. the history of Eastern states, recipes, animal husbandry, etc., the library purchases only reference materials. In a continuing effort to improve the breadth of the collection, the library has purchased 115 new reference books since the accreditation visit, including 17 new editions of existing titles.

5.4 There is no evidence of use or support of distance learning students other than the existence of the resources. Students who are off-campus must obtain a password from a faculty member or a librarian in order to access electronic resources remotely. (23)

The library received a decision package last year for software that allows students and staff to access any of the library's electronic resources by use of their last name and student ID number. The passwords are no longer necessary.

Also, the library instruction librarian's sabbatical project is to create Internet-based modules that employ audio and visual elements to duplicate library instruction received on campus.

In addition, the library has added 315 volumes (\$9,000) to the Gale Virtual Reference Center. This reference information is available to students on and off campus.

The Library Department is moving to the Business and Sciences Division--the current home of Distance Learning—which should expedite collaboration between the Library and Distance Learning.

5.5 Students may benefit from additional library hours and services to all learning modes. (23)

RESPONSE:

The library's electronic resources are available 24/7. There is no plan at this time to extend library hours.

5.6 There is no replacement cycle for student computers nor is there a complete disaster recovery plan. (24)

RESPONSE:

On January 16, 2008, the Instructional Resource Committee (IRC) approved a campus-wide plan for replacement and upgrade of student computers. Please see the exhibit.

The Information Technology Services department is in the process of developing a disaster recover plan in conjunction with the construction of a secondary data center at the new Harmony campus.

Standard 6

6.1 Inasmuch as those in top leadership positions were interim, the team was not able to gain the full perspectives, views and historical background usually provided through interviews with permanent college leaders. (26)

RESPONSE:

Since the October 2006 visit, the college took the following steps.

1. The Board of Education hired an interim president 8 January 2007.
2. The Board approved the recommendation of the interim president on 10 January 2007 to appoint an interim vice president of Instructional Services through 30 June 2008.
3. The college conducted a presidential search process in February 2007 and the Board hired a president 9 May 2007.
4. The Board approved the president's recommendation for the hire of a vice president of College Services June 2007.
5. The college search process for a vice president of Instruction to replace the retiring vice president is underway.

The unplanned departure of the three executive leaders--president, vice president of Instruction, and vice president of College Services--occurred within a six-week window. The accreditation visit occurred during that sixth week.

The board took immediate action and contracted with Willis & Green Associates to assess the campus climate. The survey was conducted during October and November and presented to the Board in December. Also during December the Board considered campus input on the importance and selection of an interim president. The decision by the Board was to solicit applications for an interim president.

Two individuals with previous ties to Clackamas Community College discussed with the Board a unique relationship that they

believed would benefit the college. President Emeritus Dr. John Keyser, a 16-year president of the college who retired in 2001, had maintained a connection with the Clackamas Community College Foundation. Dr. Joanne Truesdell, a 1982 graduate of Clackamas Community College and Deputy Commissioner for the Oregon Department of Community Colleges and Workforce Development, had previously worked in increasing responsibilities at Clackamas, Portland, and Chemeketa Community Colleges. The two teamed up to lead and guide the transition.

Dr. Keyser volunteered his time to be active in the Foundation leadership and to mentor the president, dean of College Advancement, and vice presidents. Under his leadership as president many of the structures and systems had been developed. Dr. Keyser continued his mentorship for five months and still remains a key partner in rebuilding and guiding our history to future.

At the fall 2007 in-service, employees were given color-coded necklaces to identify years of service. It was evident that Clackamas Community College has more employees with fewer than 10 years of service than those with more than 10 years of service. During the institutional planning and assessment process, this discovery was addressed in *Institutional Planning and Assessment* under "CCC Value of Staff & Resources." The CCC strategic three-year priority associated with this college value is to "provide faculty and staff with adequate training and support to be successful in their jobs." The following CCC 2007-2008 institutional activities will begin to address bridging our past with our future:

- #114, which implements the Human Resources Datatel audit recommendations in phase 1, and
- #116, calling for development and delivery of high priority staff development and training opportunities.

The outcome from these activities is a new cycle of new employee orientation that will occur quarterly instead of annually. Currently, the retired dean of Student Services, a fifteen-year employee, introduces *Visions to Reality* and describes how this document was created over 20 years ago and refined 10 years later. The dean also talks with the staff about the success of our CCC values in providing a welcoming and ever-changing environment supporting our community and students through our mission.

The president then describes the values developed in our past and how each of them remains relevant to our future. She clarifies expectations that all employees will fulfill the college's values, goals, and priorities.

In addition, employee recognition was reviewed by Presidents Council and changed to include all part-time employees at 10, 15, 20, 25 and 30 years. The recognition program was last held at the end of fall term 2007.

The college continues to improve on connecting our past to our future throughout the 2008-2009 institutional activities.

6.2 Clackamas has the fewest number of administrators in the state community college system of like-sized colleges. (26)

RESPONSE:

The college shares concern about the limited number of administrative staff. This is being addressed simultaneously within the institutional planning and assessment process and budget development process. We are currently

- Identifying the types, skills, and knowledge of administrative staff
- Redeveloping historical knowledge (see 6.1)
- Identifying systems and processes that meet current and future demands
- Assessing the experience of current administrative staff.

In any organization, the number of administrators needed is a complex issue. Three conditions in the previous five years added to the complexity in assessing how many administrative staff is needed.

First, excessive budget shortfalls due to the state recession in 2003 led to two significant disinvestments in Oregon community colleges, as illustrated by legislative materials available for perusal. For Clackamas the result was the elimination of seven administrative positions in 2003. While this strained the organization, the belief among all of the colleges was that the legislature would restore and increase the funding in the 2005-2007 session. Ultimately, limited gains occurred and it was not until the 2007-2009 session that funds were restored to stabilize current service levels. The intersection of inflation and a distribution formula driven by FTE production forced many colleges, including CCC, to invest primarily in direct instructional activities rather than administrative support.

Second, as mentioned in 6.1, the high degree of turnover in personnel throughout the college and at the administrative level has created a gap in both experience and system/process knowledge.

Last, systems that can help with processes have been underfunded or are part of an oral tradition. Again, turnover in personnel has brought these to light. The result is that gaps in experience, history, systems/processes, and funding finds the college allocating more time to each decision or process than would normally occur.

An example of a system/process issue was the lack of shared understanding about the role of "President's Council" in the decision making process. To address this, in March 2007 the then named President's Council began a discussion on effective committees and reviewed its own role. In June 2007, the Council adopted a different name and a two-

page document titled "Presidents Council Purpose Statement" describing its purpose, activities, and deliberations. This document was mounted on two 2'x3' poster boards and is presented regularly at meetings. The name changed to Presidents Council (omitting the apostrophe) to indicate that each president at the college is in attendance and owns on behalf of his or her respective group the "whole" of the decisions made.

During the 2008-2009 budget development process the alignment of departments was reviewed by the deans and vice presidents. The goal was to provide a focused administrative structure grouping similar types of instruction or services into divisions. This provides immediate peer-to-peer relationships among departments and reduces the volume and variety of instructional and service knowledge within each division. The benefit is the ability to focus on the broader college systems and to rebuild and refine system/process knowledge. Outside consulting services are also secured to provide immediate expertise. During the next three budget cycles, the strategic enrollment management, academic master plan, and community mission, vision, and values review will inform the systems needing development and the administrative configuration required to facilitate the fulfillment of the college's role in our region.

Reorganization analysis will be completed by May 2008. A new position, Director of Allied Health, has already been hired.

6.3 Not all descriptions reflect a change in position titles that took place during the past two years. (26)

RESPONSE:

A thorough review of all personnel files will be completed by 1 May 2009 to ensure current titles and job descriptions are posted and signed. An automated online application process (NovusHR) will be added by 1 May 2008, and an HR/PR update to Datatel is currently being studied by HR and the Business Office with a recommendation going to both the Executive Council and the deans. This potential Datatel upgrade would be highly complex, take approximately 18-24 months, and would cost a great deal (\$500k).

6.4 The review of files found that not all evaluation are up to date. (26)

RESPONSE:

Evaluations were put on hold in 2006-2007; we are catching up in 2008. A task force of administrators and association members are reviewing the evaluation process to reveal any opportunities to improve the outcomes of the evaluations.

Standard 7

7.1 [The Committee] did not find a long range academic or program master plan that serves as the basis for the proposed levy in 2008, or for the buildings that will fill out the 275,000 additional square feet described in the concept master plan. (28)

RESPONSE:

The college will not seek voter approval of a capital bond in 2008. It may in 2010, though only after completing an extensive planning process to determine the size and content of the request and operational impacts. This

planning process will include a long-range academic master plan which will articulate into the bond request as well as the *CCC Master Plan*.

7.2 We were unable to find a board policy that guided the use and limit of debt. (28)

RESPONSE:

Board policy 711 on debt was approved 14 November 2007. This is included in the "Policies" section of the response to Recommendation 3.

7.3 There was no evidence of relating financial aid funding to student demographics. (29)

RESPONSE:

On average, CCC serves 2400 Financial Aid students and awards approximately nine million in Financial Aid dollars per year. See Table 3.12 on page 119 of the *Self Study* for a breakdown of awards and number of students.

7.4 Cash controls and division of authority need review to ensure that adequate safeguards are in place. The Chief Financial Officer's authority over financial record keeping also needs to be reinforced. The outside auditor's management letter indicated some concern with financial controls and the college needs to have in place a system of financial controls to assure adequate monitoring of financial functions. In particular following up on unpaid tuition and other bills, and controls on payroll need some strengthening. Clackamas Community College has grown significantly over the last ten years, and financial control and accounting systems need review to assure that the college is adequately managed. (29-30)

RESPONSE:

A project is underway with Enrollment Services to define policies and improve processes for accounts receivable. It includes discussion about evaluating department, Enrollment, and Business Services responsibilities for billing receivables and following up on overdue receivables. This project will be completed in 2008. See also the "Internal controls and audit" section of the response to Recommendation#3. The dean of Business Services has drafted a department policy on internal control.

The 7 October 2005 auditor's management letter highlights lack of routine reconciliations. Those issues have been resolved.

7.5 Up-to-date readily available accounting reports are not easily available for individual units to monitor their budgets. (30)

RESPONSE:

See the "Reports" section of the response to Recommendation 3. Improvements have been made to Cougartrax information, and various FRx reports are available. Training on obtaining financial information was done in January and September 2007 and will be ongoing. Reference information on how to obtain financial information is available to the campus on the Business Office website.

7.6 [The Committee was] unable to find policies on cash management. (30)

RESPONSE:

Board policy 712 on investments was approved 14 November 2007, authorizing investment of funds not immediately needed for operations. This is included in the "Policies" section of the response to Recommendation 3.

7.7 A recent management letter identified financial control issues. It was not clear if these issues have been resolved. (30)

RESPONSE:

The 31 October 2006 auditor's management letter focuses on payroll problems that were a consequence of staffing issues. Those issues have been resolved with new staff in both payroll positions.

7.8 There is no program of internal audit and control in place. (30)

RESPONSE:

The dean of Business Services has drafted a department policy on internal control. See 7.4 and the "Internal controls and audit" section of the response to Recommendation 3. The HR/PR software project began 5 February 2008; the first comprehensive internal audit will be part of this project.

7.9 The Finance office has committed to follow up on the management letter concerns, and plans to do so as part of their audit this year. No response has been made to the Board. (30)

RESPONSE:

The 2006-2007 audit and management letter were presented to the Board at the November 2007 meeting.

7.10 [The Committee was] unable to find a written agreement between the Foundation and the Board that describes the relationship and financial exchange between the Foundation and the Board. The College provides some services to the Foundation, but these were not detailed in any agreement. (30)

RESPONSE:

The Foundation director will present a draft agreement to the Foundation Board in March 2008 and to the College Board in April.

7.11 The College's highly decentralized and collaborative process results in an unusual degree of agreement about the budget decision making process. How this process is guided by the overall strategic plan of the College and the yearly strategic initiatives and priorities is not clear. Measurement and assessment of the results of the expenditure decisions was not evident to the Committee. (31)

RESPONSE:

The college uses three activities for budget development. The first is standard inflation for existing efforts. The second is the redirection of existing resources within the department, division, and institution. The third is the decision package process identifying new investments that are one-time or ongoing.

Using the Consumer Price Index (CPI) to determine the standard inflation factor for personal services, materials and supplies is straightforward in its application. CPI simply identifies the cost of current service levels in the next budget cycle. The college uses this method

to establish five-year expenditures for the financial forecast. Revenues are based on state investments, local property tax calculations, and tuition revenues. Other sources of revenue are also factored in, although they are considered discrete, as often there are specific purposes for those funds.

The redirection of existing resources occurs during the budget year and within the planning process for the next budget cycle. During the year, position vacancies are examined to determine if the functions of the position can be phased out or incorporated into other responsibilities, or if they require reinvestment. Each examination occurs at the program, department, division, and institutional level. The recommendations about position vacancies or organizational shifts are reviewed by Presidents Council and then implemented.

Decision packages also originate from departments or divisions, institutional or board levels. Decision packages support one-time investments and/or ongoing costs associated with new equipment, service, or instructional programs. The process includes the identification of the activity the outcomes anticipated, and a process for evaluating the results. Packages are prioritized with the deans and vice presidents prior to a recommendation to Presidents Council. Once Presidents Council approves, the information is disseminated through College Council and the vice presidents' message to the college community, and then recommended to the College Budget Committee, which reviews the budget proposal and recommends the budget to the College Board.

CCC's institutional planning and assessment process now more clearly links ongoing planning to evaluation. This link influences resource allocation and improves college programs and services.

The 2007-2008 budget development process was underway while the strategic planning task force was being formed. Recognizing that the cycles of planning, budgeting, and

assessment were not synchronized at the institutional level, we realigned the calendars for each cycle. We have adopted a three-year cycle that begins with planning and ends with budgeting and assessment. A summary of this cycle follows.

1. System Development Year 2007-2008

The budgeting process for 2007-2008 began in February 2007. Decision packages were developed at the division and department level. The strategic planning task force was developed at this time as well.

The 2007-2008 budget was proposed prior to the establishment of the three-year strategic priorities and one-year institutional activities. However, each decision package is to include outcomes in its presentation to the April 2008 Budget Committee meeting. The 2007-2008 institutional, division, and departmental assessments will be finalized between May and August 2008.

2. Fiscal Year 1 (2008-2009)

The 2008-2009 budget development process has linked the decision packages to the 2007-2008 three-year strategic priorities and has performance and assessment included in the request and reports. Institutional budgeting and planning are occurring simultaneously. The Board will adopt both the 2008-2009

budget and the 2008-2009 institutional activities at the June 2008 Board of Education meeting. Planning at the division and department levels will occur between July and October of 2008. The 2007-2008 institutional, division, and department assessments will be finalized between May and August 2008.

3. Fiscal Year 2 (2009-2010)

The 2009-2010 budget development process will begin first in October 2008 with a review of the 2008-2009 three-year strategic priorities and one-year institutional activities. Budget Development will begin in December 2008 and will incorporate both the *2007-2008 State of Oregon Performance Measures (KPMs) Performance Report* and the 2008-2009 three-year strategic priorities and one-year instructional activities. Divisions and departments will begin planning for 2009-2010 in the spring of 2009.

4. Fiscal Year 3 (2010-2011)

The institution will also begin planning for 2010-2011 in the spring of 2009.

Divisions and departments will plan for 2010-2011 in the fall of 2009; budget development will begin December 20 for 2011-2012. The planning, budgeting, and assessment process comes into alignment in fiscal year 3 (2010-2011).

Standard 8

8.1 Isolated areas in the technical education area that appeared to need either additional space or renovation. (31)

RESPONSE:

The first floor of Barlow Hall is home to two Career and Technical Education programs, automotive and manufacturing technology. Both of these program areas have experienced considerable growth over the past

several years. To help accommodate these expanding programs, the college has recently completed some renovations for the manufacturing program and has constructed a new 2,400 square foot automotive painting facility.

This facility provides two heated downdraft bays capable of spraying a variety of paint products. The bays have ample observation windows so that faculty can lecture to students while giving painting demonstrations.

This is accomplished with a headset located in a fully enclosed breathing apparatus. Additionally, the facility has a third bay located in the center where faculty can lecture and demonstrate car preparation. Also, in two computerized paint mixing rooms students learn mixing and safe material handling. The size and layout of the facility is typical of what is used in industry.

We have recently finished the renovation of two manufacturing lab areas. One of the areas is 1,552 square feet and houses our computer numerically controlled (CNC) lab. This space has been cleared of all excess materials and recycled equipment formerly housed there. The floor was stripped and repainted, greatly improving the brightness of the lab. The CNC machine tools have been rearranged to maximize floor space and to facilitate student observation. We have also added two new small CNC machines to address capacity issues in the manufacturing program. Ample space remains in this lab to accommodate another full-size CNC machine without compromising student access or circulation within this area. We estimate that we have reclaimed roughly 1/3 of the total space for student use.

The second manufacturing area is 850 square feet and houses a flexible lab outfitted with robotics, electronics, and hydraulics technology used by courses in the manufacturing degree program. Like the CNC lab, this area also has been cleared of all the excess materials and recycled equipment that was located there. The floor has been stripped and repainted, making this a much more functional space. We estimate that we have reclaimed roughly 1/2 of this total space for student use.

8.2 Classrooms are assigned to individual departments, so there is some unevenness in classroom utilization, and it was not clear to the Committee that all space was equally efficiently used. (31)

RESPONSE:

All departments are charged with using their “assigned” classrooms as efficiently as possible. Classroom use is reviewed every three years and reassigned as necessary.

8.3 and 8.4. The *CCC Master Plan* identifies building sites, but is not tied to academic program needs or growth in demand. As individual buildings are planned the link between overall planning and specific buildings needs to be made. Overall need for new classroom space may need to be studied, since the current assignment may not be as efficient as possible. (33)

RESPONSE:

A “concept master plan,” as it is defined in Oregon City ordinances, evaluates existing conditions of various college infrastructure components (e.g., water supply, sewer, storm water control, parking and traffic flow, electrical and other utility distributions) and determines the impact future growth may have on city infrastructure should that growth occur. It does not attempt to identify the specific type of growth that may occur.

Specific future growth, such as the number or type of classrooms to design and build, involves broad campus interaction and is based on specific academic program needs or operational demand. Those plans are subsequently submitted to the city for permit as part of a supplemental document called *Detailed Master Plan* used for specific construction.

Once approved by the city, the *Clackamas Community College Master Plan* becomes a binding contract between the city and the college that defines the scope of any future college obligations for city infrastructure improvement. It identifies only “developable” areas on the campus but does not define the type of development that may occur.

Standard 9: None

Concluding Statement

Clackamas Community College has taken to heart the recommendations of the visiting accreditation team. We have made significant progress not only on the three recommendations but also on the lesser concerns embedded in *A Comprehensive Evaluation Report*. In some cases we have completed the needed changes, and in others we have set them in motion. When appropriate we have put into place an ongoing process for planning, evaluating, and making changes as we look to the future. The college looks forward to the interim accreditation visit to show the progress we have made.



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