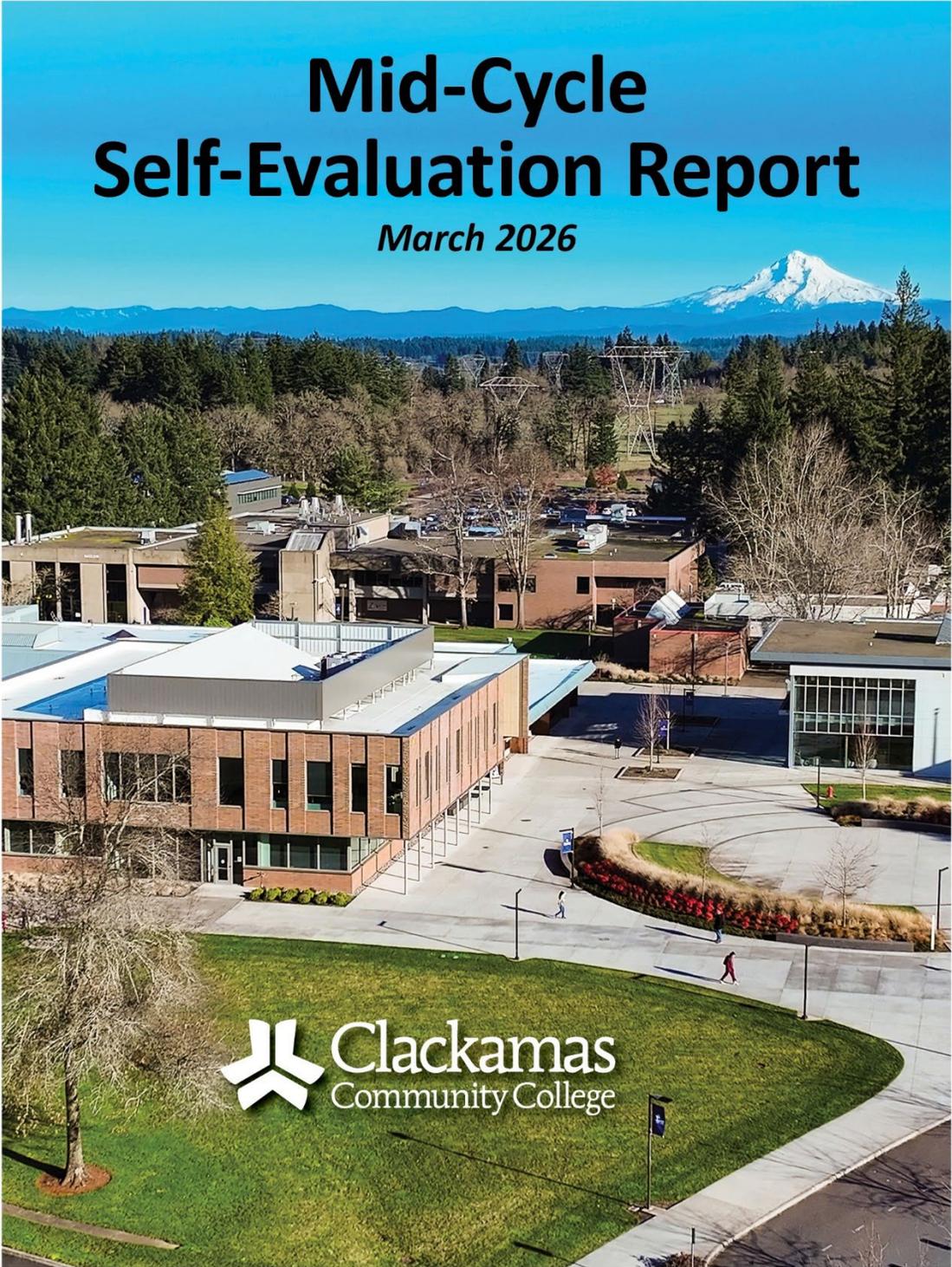


# Mid-Cycle Self-Evaluation Report

*March 2026*



**Clackamas**  
Community College

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# Mission Fulfillment

Clackamas Community College (CCC) measures progress toward mission fulfillment by evaluating the advancement of our [strategic priorities](#): Excellence in Teaching and Learning, Holistic Student Support, Organizational Health, Diversity, Equity and Inclusion, and Community Connections (Standard 1.B.2). The college is in our second year of a revised shared governance model. Shared governance at Clackamas refers to both a structure for participatory decision-making, encompassing policies, procedures, and the College's strategic direction, and a set of shared values that guide our engagement within that structure. It reflects our collective responsibility to uphold collaboration, transparency, and inclusiveness as we advance the mission of the College. Four of the five strategic priorities which define mission fulfillment for Clackamas are now overseen by [newly restructured shared governance councils](#). (Standard 1.B.4.)

## Excellence in Teaching and Learning

The [Teaching and Learning Council](#) is charged with supporting high-quality, equitable, and relevant teaching and learning. This council is a venue for participatory decision-making related to policies, procedures, and strategic issues related to teaching and learning. These may include (but are not limited to) identifying and implementing best practices in teaching; identifying academic programs that respond to present and future community needs; prioritizing projects related to instructional technology and infrastructure (in collaboration with College Operations); and supporting program assessment efforts. The Teaching and Learning Council is responsible for stewarding the Excellence in Equitable Teaching and Learning Strategic Priority. In this role, the Teaching and Learning Council supports the Assessment Committee, the Curriculum Committee, and advises three departments: the Center for Teaching and Learning, Online Learning and Educational Technology, and the library in their respective work towards this strategic priority.

One strategic action defined through our Excellence in Teaching and Learning strategic priority was to define and implement the elements of equitable teaching and learning best practices. Clackamas Community College successfully developed five core elements that define excellent and equitable teaching and learning. These elements are intended to guide instructors in designing learning experiences that are inclusive, student-centered, and rooted in continuous growth and improvement. The following is a summary of these guidelines:

1. Evidence-Based Instructional Strategies  
Instructors use proven, research-informed teaching practices that support all learners. They provide clear structure and alignment, engage students actively, offer timely feedback, maintain high expectations, and stay current in their discipline and pedagogy.
2. Equitable and Inclusive Practices  
Teaching intentionally works to disrupt inequities in education. Instructors reflect their own positionality and biases, adopt asset-based approaches to student learning, and connect learners with support aligned to their diverse needs and lived experiences.
3. Sense of Belonging  
Instructors cultivate welcoming, affirming classroom environments where learners feel seen, valued, and safe to engage. Community-building, collaboration, curiosity, and meaningful instructor presence are central to fostering belonging.

#### 4. Continuous Improvement

Teaching is understood as ongoing professional learning. Instructors engage with current research, reflect on their practice, develop key equity and growth mindsets, assess their effectiveness, and invite student feedback to improve learning experiences.

#### 5. Learner-Centeredness

Instruction centers on the learner's needs, identities, strengths, and goals. Faculty share power, adapt instruction to who students are, and honor the expertise and experiences students bring to their education.

At CCC, the Center for Teaching and Learning is charged with the implementation of these elements of best practice. This is done through a series of structured learning communities, workshops, and a yearlong First-Year Faculty Experience (FYFE) program. FYFE is a small group learning community for new faculty members that focuses on the development and implementation of equitable learning and teaching best practices. New full-time faculty members engage with several areas of the college outside their home departments during this time, ensuring campus wide norming of these practices is continuous.

### **Holistic Student Support**

The [Student Support Council](#) is a venue for participatory decision-making related to policies, procedures, and strategic issues related to support for students and serves as our institutional stewards for the Holistic Student Support strategic priority. These may include (but are not limited to) prioritizing strategies the college will pursue related to student engagement and success and engaging members of the college community in implementing chosen strategies as appropriate.

The Student Support Council has advanced work on assessing our Holistic Student Support strategic priority indicators, with focused efforts on measuring and documenting student sense of belonging, ease of access to services and employee comfort and confidence in referring students to services. The council reviewed data from the past three years of [EYES \(Early/End of Year Engagement Survey\)](#) responses, which indicated that students generally report a strong sense of belonging.

Additionally, the council supported the establishment of the new Student and Instructional Policy Group, which merges the former Instructional Standards & Procedures Committee Access, Retention & Completion Committee to streamline student and instructional policy development. Subcommittees under the Holistic Student Support priority also launched a campuswide employee survey during Fall Inservice, gauging knowledge of available student services and confidence in connecting students to those resources. Analysis of these survey results will guide the next steps and serve as documentation for our ongoing work.

The council also reviewed open-ended responses from the Spring 2025 EYES "Ease of Access" survey, which provided insight into what ease in access means to students. Building on this feedback, more targeted survey questions were developed for inclusion in the Fall 2025 EYES survey, with results expected in Winter Term 2026. These efforts collectively demonstrate ongoing progress in data collection, analysis, and continuous improvement aligned with accreditation and the college's holistic student support goals.

Prior to the formation of the Student Support Council, with the 24/25 launch of CCC's new Shared Governance structure, our Holistic Student Support strategic priority was tied to efforts in our Strategic Enrollment Management (SEM) plan. Through the work of our SEM plan

and associated leadership team, we launched our new student resources webpage, developed our Coordinated Student Resource Team (CSRT), and expanded access to student basic needs resources to support ease of access to services. The college's SEM team also supported the revision of our admissions application and online orientation and the expansion of our First-Year Experience courses to support student sense of belonging on campus.

## Organizational Health

The [People and Culture Council](#) is a venue for participatory decision-making related to policies, procedures, and strategic issues specific to organizational health and employee support. This council is aligned to the Organizational Health strategic priority and plays a pivotal role in advancing the college's commitment to employee well-being, organizational development and a healthy campus culture. Through its standing committees, Organizational Learning, Wellness and Recognition, and Policy, the Council is leading key initiatives that enhance professional growth, strengthen communication systems, and promote a respectful and inclusive workplace culture. Following is the status of the committee's current projects:

- 1) Empowering Employees through Training and Knowledge Sharing  
Clackamas Community College continues to strengthen its approach to empowering employees through intentional training, professional development, and the transfer of knowledge. This work is primarily housed within the Organizational Learning Committee of the People and Culture Council. A series of eLearning orientation modules specifically designed for each employee group have been developed.
- 2) Knowledge Base and Operational Documentation  
The creation and curation of a comprehensive knowledge base for operational documentation have been achieved which has established a college-wide repository within the ServiceDesk/Team Dynamix platform. The Organizational Learning Committee has since assumed responsibility for maintaining and expanding this knowledge base to ensure it remains an accessible, accurate, and sustainable resource for all employees. Currently, the Organizational Learning Committee has advanced a recommendation to implement SharePoint as the College's central internal communication and knowledge management platform to support information sharing and institutional learning. This project is currently underway.
- 3) Employee Climate Survey Implementation  
The College's first [Employee Climate Survey](#) was launched in September 2024 under the framework of the Strategic Plan, aligning with the Diversity, Equity, and Inclusion and Organizational Health strategic priorities. The survey results were shared with the college community in February 2024, providing valuable insights into employee experience and identifying areas for continued improvement. The People and Culture Council was tasked with [addressing three specific findings from the survey](#):
  - a) Knowledge Navigation and Communication:  
This area aligns with the Council's existing charter. The Organizational Learning Committee is leading the work, recommending the adoption of SharePoint as the College's employee-focused communication and knowledge-sharing platform. The implementation of this project launched in January 2026.
  - b) Stress and Emotional Exhaustion:  
The Wellness and Recognition Committee launched a college-wide wellness

activity calendar in summer 2025 and continues to organize events and activities throughout the 2025–2026 academic year to promote well-being, balance, and engagement among employees.

c) **Harmful Behavior and Respectful Workplace:**

The Policy Committee of the People and Culture Council is currently developing a Respectful Workplace Policy to establish shared behavioral expectations and reinforce a culture of professionalism, mutual respect, and inclusivity across the college community. Concurrently, Human Resources and the Cougar LEAP office are also developing a workplace bystander intervention training to help empower individuals to interrupt harmful behavior when it happens.

## **Diversity, Equity and Inclusion**

The [Cougar Leadership and Advocacy for Progress \(LEAP\) Office](#) chairs the Diversity, Equity and Inclusion (DEI) Committee which strives to create an inclusive, equitable, culturally competent, and supportive environment where students and employees model behavior that enriches the community. This committee is aligned to the Diversity, Equity and Inclusion strategic priority aimed to attract, retain, and uplift systemically non-dominant students and employees. The committee took over the work from the initial DEI Strategic Initiative Implementation team to ensure that initiatives such as the redesigned strategic equity tool, the implementation of the Employee Climate Survey, and the development of equity reporting systems are rooted in the values of access, belonging, and continuous improvement. Together, these efforts reinforce a campus culture where inclusive practices are embedded in decision-making and where both students and employees actively contribute to a community enriched by diversity and mutual respect.

A key goal of the DEI Committee has been to operationalize systemic change by integrating equity strategies across all areas of the institution. To build a strong foundation for this work, the committee established the DEI Strategic Initiative, which has completed all its planned actions. Major accomplishments include the redesign of the strategic equity tool, now called the [Cougar Pause](#), with information sessions and supporting resources launched in Fall 2025. The initiative also partnered with the Institutional Research Department and the Organizational Health Strategic Implementation team to design and launch the new Employee Climate Survey, marking another important milestone in advancing institutional equity and inclusion.

While these accomplishments demonstrate significant progress, DEI work remains ongoing. The DEI Committee's Policy Review and Reporting Subcommittee will continue to strengthen this foundation by developing a system to track the use and impact of the updated strategic equity tool, The Cougar Pause, collaborating with the People and Culture Council to address findings from the Climate Survey, and expanding equity reporting system to ensure compliance with [ORS 350.375](#) and to monitor institutional progress over time.

## **Community Connections**

The Strategic Priority Implementation Group serves as a central venue for advancing the cultivation and maintenance of responsive and sustainable community relationships, consistent with the Community Connections strategic priority. The committee is in the process of developing a Guide to Building Healthy Relationships, which will offer tools and strategies for units across the college to build and deepen community partnerships, a critical element in

supporting the fulfillment of the college's mission. The guide is informed by focus group data collected by the committee and analyzed by the college's Institutional Research and Reporting Department, in addition to a literature review completed by a subcommittee. Importantly, the findings from the literature closely aligned with the themes that emerged from the focus groups.

This guide provides a framework to support Clackamas Community College employees in building, maintaining, and strengthening relationships with community partners. It emphasizes that healthy relationships are central to CCC's mission as a community-serving institution, and that strong partnerships enhance belonging, access, responsiveness to community needs, and shared problem-solving. The guide introduces working definitions for key terms such as community, healthy relationships, relationship depth, and outlines a continuum ranging from informing to empowering partnerships. While CCC aims to cultivate empowering relationships built on shared decision-making and mutual benefit, the guide acknowledges that different types of relationships are appropriate depending on context and goals. The document provides practical strategies for both establishing new relationships and deepening existing ones.

The guide highlights findings that CCC's organizational complexity, limited bandwidth for outreach, and lack of shared relationship management systems can make it difficult for partners and community members to navigate the institution. It recommends developing common tools, shared approaches, and clear points of contact to create greater consistency and continuity in partnerships. Finally, the Guide to Building Healthy Relationships encourages a mindset shift focused on listening first, co-creating solutions with partners, empowering frontline staff, simplifying internal processes, using shared mapping tools, and celebrating relationship successes. The emphasis is on creating a culture of relationship stewardship, rather than leaving partnerships to individual effort alone. The draft guide is approximately 75% complete and expects to be finalized by June 2026.

Clackamas Community College demonstrates mission fulfillment by aligning its strategic priorities, indicators, and actions with the college's mission and values to guide institutional effectiveness and student success. The college monitors its internal progress toward these strategic priorities alongside external factors to identify emerging patterns, trends, and exceptions to ensure the relevancy of the strategy (Standard 1.B.4). Through Fall 2023, CCC produced [quarterly implementation updates on its strategic plan implementation progress](#). After Fall 2023, the college paused this practice for three reasons: it's effectiveness was unclear, CCC began its new version of shared governance which charged councils with implementation of the strategic priorities, and the division of Institutional Effectiveness and Planning began a structural transition to better focus its purpose and work. Currently, CCC relies on its system of shared governance to assess its achievement and to develop future intended outcomes to improve college effectiveness (Standard 1.B.2). The [Shared Governance Oversight Group](#) holds monthly public meetings in which the work of each shared governance council is reported.

This structure for measuring and sharing progress towards strategic priorities will be re-examined in the next iteration of CCC's Strategic Plan, which CCC will begin development in Fall 2026. Additionally, CCC will continue to work to elevate the practice of benchmarking our progress against regional and national peers (addressed in section 2 of this document), as the college is developing a culture of continuous improvement (Standard 1.B.1), and positioning itself to meet the evolving needs of students and community members with clarity and purpose.

# Student Achievement

Clackamas Community College is committed to using data as a driver for student achievement and institutional effectiveness. The college is presently working to refine and expand its process of collecting, analyzing, sharing, and using data to inform decisions that center student outcomes. Through an evidence-based approach, CCC seeks to develop its culture of data sharing and integration to position the college to continuously improve upon student success and institutional effectiveness (Standards 1.B.4, 1.D.2, 1.D.3, 1.D.4).

## Published Indicators and Disaggregation (Standards 1.D.2, 1.D.3, 1.D.4)

### Student Data Sharing Cadence

To bring greater clarity, intentionality, and consistency to how data is shared across the institution, CCC developed a new document known as the [Student Data Sharing Cadence](#). This process, crafted collaboratively by the Provost, the Dean of Institutional Effectiveness and Planning, and the Director of Institutional Research, lays out who should receive what data and at what times throughout the year. The cadence specifies the data distribution schedule for a variety of audiences, including the Board of Education, the Executive Team, and all employees. This structured approach ensures that everyone from our Board to our frontline staff has the right data at the right time, ultimately enhancing our collective ability to support student achievement and institutional goals. In the fall 2025 term, the CCC Board of Education received [a student data presentation](#), which included the Student Data Sharing Cadence, and outlined the information it will regularly receive.

With the development of the Student Data Sharing Cadence, CCC's next step is to fully integrate it into regular operations and share it across the college. Over the course of this academic year, CCC will build the remaining assets that will be distributed at the various times specified in the cadence. Some of these assets already exist within the Institutional Research annual calendar, while other pieces will be developed and incorporated over time. CCC will also focus on establishing consistent communication methods and timelines to ensure a smooth rollout. The college aims to have the full cadence and all associated processes firmly in place by the start of the 2026-27 academic year.

### Data Den Launch

As highlighted in our EIE Year Seven review, the Office of Institutional Research has been working on a business intelligence initiative that came to fruition with the launch of the [Data Den](#) in fall 2025. This initiative involved a comprehensive process of identifying the institution's data and reporting needs, understanding the [key questions our community is trying to answer](#), and prioritizing [self-service dashboards](#) and training. Institutional Research (IR) serves as the central hub for this effort, ensuring that the Data Den, [built using Power BI](#), meets the diverse informational needs of our faculty, staff, and leadership.

IR published the first batch of institution-wide dashboards that include disaggregated student achievement and demographic indicators in Fall 2025. These dashboards are interactive and designed for self-service, allowing users to explore data and answer their own questions without waiting for a custom report. This shift empowers users to make informed decisions more quickly and redistributes the Institutional Research team's focus to larger institutional issues and strategic analyses. While disaggregated data was available before this initiative, dashboards and reports weren't as intuitive or simple to compare across different demographic groups. Now,

using the Data Den, users can make direct comparisons that support more nuanced and timely insights into equity and student success.

### **Close-out of Diversity, Equity, and Inclusion Strategic Plan**

One of CCC's accomplishments since the EIE Year Seven visit is the [closure of the Diversity, Equity, and Inclusion Strategic Plan](#). The plan closed in 2024, though some work remains ongoing through CCC's institution-wide strategic plan. Specifically, IR analyzed existing student data for student enrollment patterns and demographic characteristics that CCC collects at the time of application (e.g., race/ethnicity, gender, etc.). IR provides demographic information on our Moodle site (race/ethnicity, legal sex, first generation-status, Pell recipient status, disability status, and veteran status). During the 2023-24 academic year, CCC began collecting and reporting on parent/guardian status. IR developed data metrics that are in alignment with other college-wide planning efforts to address equity gaps, which includes access to CCC (compared to demographics of the region), fall-to-winter retention; fall-to-fall retention; English/Math progression, and degree/certificate completion. Finally, Institutional Research now designs and publishes analytical reports in the Data Den, which makes data more accessible and digestible.

### **Regular updates to CCC website**

In addition to the internal data availability through the Data Den, CCC also makes key data publicly accessible on the [Institutional Research webpage](#). This includes publishing IPEDS data, peer comparator reports, and other important information from the Higher Education Coordinating Commission (HECC). These updates are an important part of how CCC shares disaggregated student data and other key reports with those outside the college.

### **Student Survey Analysis**

The Institutional Research office plays a central role in monitoring the internal environment by partnering with units across the college to develop the twice-a-year student engagement survey (EYES). For each administration of the survey, IR works with leaders in areas such as advising, financial aid, student services, ITS, and online learning to identify the most pertinent questions to ask students, including special sections of the survey to address specific needs. This internal work is informed by an ongoing scan of external research and by what IR learns from frontline staff. Recently, after reviewing a national report on why students do not apply for financial aid, which highlighted that many students mistakenly believe they are ineligible even when they meet common eligibility indicators, IR collaborated with the Financial Aid and Student Services teams to add questions on this topic to the Fall 2025 student engagement survey. Similarly, in response to concerns raised by staff about students' difficulties with password resets and multi-factor authentication (MFA), IR added items to assess how often these issues occur and how much they affect students' ability to engage with college systems and services. These new survey items will help determine the extent to which such barriers exist for students and, if needed, guide collaboration with ITS, Student Services, and other partners to design targeted interventions.

Results from the survey are disaggregated by race and ethnicity, age, gender, Pell status, first-generation status, and other institutionally meaningful categories (such as disability status, educational focus area (Guided Pathways), enrollment intensity, and adult-learner status) so we can identify equity gaps and differential experiences across student groups.

## Measures for Ongoing Reflection

### Institutional Data and Evidence for Action (IDEA) Group

As part of CCC's ongoing efforts to strengthen institutional effectiveness and ensure data-informed decision-making is both comprehensive and actionable, CCC is in the process of forming the Institutional Data and Evidence for Action (IDEA) group. This group will bring together leaders from across key college initiatives, such as the Strategic Enrollment Management (SEM) Plan, Guided Pathways, and the Student Support Council, alongside Institutional Research professionals, the Academic Assessment Coordinator, and the Service Area Assessment lead. These conversations currently happen in silos, limiting the ability to make collegewide impacts.

The primary purpose of IDEA is to synthesize both internal and external data insights to better understand what student achievement measures are telling us and to identify where there may be need to refine monitoring or launch new initiatives. In essence, this group will serve as a hub for aligning data-informed strategies with institutional goals, ensuring we continuously use evidence to promote student success and close equity gaps.

As CCC develops this group, we are also seeking guidance from NWCCU on examples of similar successful models at other institutions. CCC's aim is to learn how others have effectively integrated cross-functional data review and action to enhance institutional effectiveness.

### New Strategic Enrollment Management (SEM) Plan

CCC implemented its first Strategic Enrollment Management (SEM) Plan alongside the current institutional strategic plan. This initial SEM Plan was broad and ambitious, outlining many tactics across the enrollment lifecycle. Through this work, the college has accomplished substantial progress in areas such as recruitment, onboarding, advising, and student support, while also identifying ongoing efforts that must be sustained beyond the original plan time frame. A summary of the SEM Plan's key activities, outcomes, and continuing work is documented in the SEM Plan Outcomes Report (to be completed by the end of the spring 2026 term). Some key accomplishments are:

- 1) Launch of the [student resources webpage](#) to provide a one-stop-shop for students who need support.
- 2) Implementation of a new customer relationship management system to support the work of the Recruitment and Admissions Department and the Title III Navigators.
- 3) Revised admissions application and online orientation using an equity lens.
- 4) Increased enrollment in First-Year Experience (FYE) courses.
- 5) Development of Coordinated Student Resource Team (CSRT) with a centralized intake for students needing basic needs support, triage, matching students with available funding, and case management.

Building on the lessons learned from this first plan, the college is now undertaking a new phase of SEM work using a two-stage approach. In the near term, CCC will develop a focused SEM Plan, focused on student term-to-term persistence. This focus was identified by starting with an examination of peer institution benchmarking data, which surfaced persistence as a critical student success metric. From there, an analysis of term-to-term persistence disaggregated

by student characteristics - including Pell recipient status, credit load, term GPA, legal sex, race/ethnicity, etc. - revealed meaningful patterns in which students are most at risk of not returning. Most notably, we found that students carrying lower credit loads and students with lower term GPAs are both associated with reduced retention rates; and [because research from the National Student Clearinghouse](#) underscores how unlikely it is to re-engage students once they have left, the college's near-term focus is on supporting the students who are already here and helping them succeed during the term.

This shorter-term, targeted SEM effort will be evaluated after one year of effort to understand the impact of targeted intervention across the college on a singular focus. If appropriate, an additional SEM metric will be identified and implemented in a similar fashion. Unlike the first SEM Plan, which largely enumerated tasks and assigned them to units, the new SEM planning process will focus on providing departments and units with data, analyses, and training about the students they serve and will then charge them with determining the strategies that best fit their goals and available capacity. Units may design multistage efforts over several years, allowing for more authentic ownership of SEM strategies and a closer alignment between student needs, departmental planning, and institutional enrollment goals. While specific tactics may be identified and included in the new SEM plan, the primary focus will be empowering departments and units to tailor their goals and interventions to meet the needs of students.

### **Guided Pathways Reengagement**

Clackamas Community College has been a Guided Pathways college since 2016, engaging in several projects supporting the four pillars: clarify the path, enter the path, stay on the path, and ensure learning. The initial Guided Pathways Taskforce that led the college to create meta-majors, redesigned orientation and advising, and created program pathways has closed. CCC will convene a new Guided Pathways group to chart future engagement. Their first step will be to review and update the Guided Pathways Scale of Adoption Assessment, based on the template provided by the Oregon Student Success Center. In addition, Institutional Research is redesigning our Momentum Metrics report to allow users to explore how various groups of students make progress in their education. The current report provides important information, but is not interactive, limiting its usefulness in diagnosing potential areas that need focus and resources.

### **Internal and External Monitoring**

The Office of Institutional Research plays a proactive role in monitoring both internal and external factors that shape student success and institutional planning. Internally, IR partners closely with departments across the college to identify the most relevant questions we need to ask our students and design special sections in our twice-yearly student engagement survey that allow us to gather timely information to inform decision-making. This internal monitoring is complemented by our external scanning efforts, such as updates to Oregon's Higher Education Coordinating Commission's (HECC). CCC ensures that both internal data and external trends inform strategic planning and continuous improvement efforts.

### **Peer Comparators (Standard 1.B.4, 1.D.2)**

In response to a recommendation during CCC's EIE Year Seven review, the college engaged in a robust process for identifying and utilizing peer comparator institutions in our planning and resource allocation. Since that time, we've resolved the recommendation by establishing comparison institutions:

- Aims Community College, Colorado (aspirational)
- Lehigh Carbon Community College, Pennsylvania
- Mission College, California (aspirational)
- Mt. Hood Community College, Oregon
- North Hennepin Community College, Minnesota
- Rock Valley College, Illinois
- Tacoma Community College, Washington
- Virginia Western Community College, Virginia

CCC created a [comprehensive peer comparison report using IPEDS data](#), which highlights key metrics and benchmarks CCC's performance against similar institutions. The report begins with some measures related to size of each institution and moves into identifying the makeup of the student body in terms of credit load, age (focus on adult learners), the percentage of students who are full-time, adult learners (age 25 and older), Pell recipient status, percent who are online only, race/ethnicity, and legal sex. With this context set, the report then moves into measures of retention (fall-to-fall) and persistence (awarded, transferred, still enrolled, and not enrolled). These measures of persistence are then disaggregated by race/ethnicity and legal sex. This report, currently available on the [Institutional Research webpage](#), has provided valuable insights to the college to compare itself to peers in areas such as enrollment, retention, and completion.

Since the initial report was created, IR incorporated this need into our business intelligence initiative. Partially automating this report ensures comparisons remain current, and reports are created in a timely manner as new data becomes available. The next step is to develop a report that shows trends over time, looking several years into the past, to understand the present as well as the trajectory of CCC and its peer institutions. This ensures that CCC is better equipped to make informed, comparative decisions that align with the college's strategic goals.

In addition, the Institutional Data and Evidence for Action (IDEA) Group will be charged with identifying key student success indicators. This will include data and information from the benchmark institutions to set initial goals, strategies, tactics, and key performance indicators. IDEA will intentionally keep these focused, to ensure the use of lessons learned from CCC's first SEM plan.

By maintaining transparent processes for collecting, analyzing, and publishing disaggregated student achievement data, Clackamas Community College ensures accountability and equity in its educational mission. These indicators inform planning, decision-making, and resource allocation, enabling the institution to mitigate gaps in achievement and respond proactively to changing student needs. This commitment to data-informed strategies positions the college to advance student success and institutional effectiveness in a dynamic higher education landscape.

# Programmatic Assessment

## CCC's Assessment Framework (Standards 1.C.5,1.C.6,1.C.7)

CCC's goal is for learning assessment to be meaningful, useful, and sustainable. CCC considers programmatic assessment to be meaningful and useful when we can [use data about student learning to try to improve student learning](#), and this is our priority. Assessment is also meaningful and useful when the process of assessment helps faculty identify needed changes to curriculum and teaching. For example, in the process of developing shared criteria for a rubric or developing a curriculum map, faculty identify ways to improve curriculum and teaching, such as better aligning assignments and teaching methods to the intended learning outcomes. We value collaborative meaning-making among faculty, whether it is part of data use or process use, as described above. We see it as a key element in making curriculum and learning experiences cohesive and effective for students.

For assessment to be sustainable, our approach must match our resources and capacity and how we use assessment. As a community college with limited staff and resources, we prioritize assessment for immediate, actionable change to support students --what some might call "action research". Generally, our program-level assessment results inform low-stakes curriculum and teaching changes. At present, CCC is in the beginning stages of using assessment data to inform institutional-level improvement.

CCC has clearly identified faculty responsibility for curricula, student learning, and instructional improvement. Faculty-led committees and workgroups approve curricula and student learning outcomes on a cycle intended to improve instructional effectiveness; rationales for curricular changes are provided. The faculty-led [Curriculum Committee](#) approves course outlines, course learning outcomes, and course-level assessment. Program outlines and program learning outcomes are similarly approved on a regular basis. Faculty present their rationale for curricular changes to the Curriculum Committee, commonly citing reasoning related to assessment results, advisory board input, and state transfer requirements (curricular decisions linked to assessment findings are primarily documented in assessment reports, which will be discussed later).

Assessment plans for program-level and general education assessment are regularly reviewed, with feedback, by the Assessment Coordinator (a faculty role) who provides support to improve assessment plans and curriculum maps (curriculum maps show which courses address which program-level learning outcomes and at what level, from introductory to mastery). The college's program-level [assessment plan template](#) prompts assessment teams to identify and explain which methods will be used to assess which outcomes, both in the upcoming year and projecting for five years (the length of the program review cycle). From 2017 to 2024, an annually updated assessment plan was required for all degree programs and for every one of our general education areas. In fall 2024, the plan requirement moved to every other year (the next plan will be due in October 2026). This change was in response to CCC's first look at assessment data from an institutional-wide lens by the Assessment Committee and the Instruction and Student Services Leadership team and sought to address sustainability in the assessment process.

The foundation of the CCC academic assessment structure is the college's [49 faculty assessment teams](#), each led by a faculty Assessment Team Lead and each representing an academic degree/certificate program, general education area, or pre-college/academic support area. The size of assessment teams varies but is generally representative of the size of the

program, as indicated in the document linked above. Both full-time faculty and associate faculty participate in program-level assessment (associate faculty are adjunct or part-time). The [full-time faculty's collective bargaining agreement](#) identifies programmatic assessment as part of a full-time faculty member's job; under responsibilities and duties, it lists "Active participation in assessment processes, and updating courses and curriculum based on assessment results, curriculum review cycles, or externally mandated changes in programs." While primary responsibility for the curriculum and assessment falls to full-time faculty, associate faculty participation is often essential for programmatic assessment. Departments can opt to add programmatic assessment to job duties of associate faculty assignment letters (agreements for teaching assignments). To support their participation, [associate faculty receive extra hourly compensation](#) for their work on programmatic assessment.

Faculty assessment teams are responsible for designing and implementing program-level and general education learning assessment that will be effective and sustainable within the context of their discipline or field and department/program structure and resources. [Assessment roles and responsibilities](#) extend to the [Assessment Committee](#), administration, the Center for Teaching and Learning, and students. Support for applying best practices comes from our College Assessment Coordinator, through consultation, workshops, faculty learning communities, and [resources](#), as well as from the Assessment Committee. All faculty are responsible for contributing to assessment, as needed. [Faculty roles in assessment](#) can vary based on whether a faculty member is serving as a team lead, participating as a team member, or contributing as a member of a program/department but not currently serving as a lead or team member. Regardless of their role, faculty members are expected to contribute in ways such as providing samples of student work from their courses, participating in group norming and rating sessions, discussing results, and implementing any planned improvements to curriculum. Team leads take on extra responsibilities to coordinate work, to lead the implementation of the program's assessment plan, and to oversee the writing of assessment reports.

Faculty in each shared area of assessment establish common assessment elements such as rubrics to evaluate program-level learning outcomes. CCC's general education learning outcomes are [defined by the state of Oregon](#), and they serve as our core competencies or Institutional Learning Outcomes. CCC maps these general education outcomes to courses across the institution. For courses to be certified for general education credit, the faculty-led Curriculum Committee requires that course-level learning outcomes sufficiently align with the relevant general education outcomes. In addition, applicants must provide a key assignment prompt/instructions for the course, along with the rubric or other method used to evaluate student work on the assignment, and these must also sufficiently align with the general education student learning outcome statements. General education courses must be recertified every five years, but a substantive change to a course can also trigger a re-certification review. Applications are evaluated by the [Curriculum Committee's Gen Ed Review Team](#).

Student achievement related to our general education outcomes is assessed by faculty who teach general education. A faculty team represents each of the state-defined areas of general education: Arts & Letters, Cultural Literacy, Mathematics, Science or Computer Science, Social Science, Speech/Oral Communication, and Writing and Information Literacy. For each area, one to five student learning outcomes have been defined by the state of Oregon. Each faculty team has collaboratively developed a rubric with criteria that articulate faculty expectations related to their area's student learning outcomes. Some teams used [AAC&U VALUE rubrics](#) as a starting point and adapted them to our context and needs (e.g., adapting to two-year college outcomes)

and other teams-built rubrics using different processes. All approaches were supported by, and sometimes facilitated by, the Assessment Coordinator. The team uses these rubrics to evaluate samples of student work collected from general education courses that are certified in the general education area they are assessing.

CCC monitors assessment plans and reports and documents the use of results to improve learning outcomes across academic departments (programmatic here indicates degree and certificate programs, general education areas, and non-degree programs such as English for Speakers of Other Languages). Reporting is managed by the College Assessment Coordinator in the Center for Teaching and Learning and monitored by the faculty-led Assessment Committee and academic deans. The report templates for fall 2026 [can be found here](#). Report templates used in previous years are reasonably represented (despite minor edits over the years) by looking at the [2024 template](#). After each reporting cycle, since reports began in 2017, the Assessment Coordinator has provided individual feedback to each program or general education area team that submitted a report; the feedback has focused on supporting useful, meaningful, and sustainable assessment tools and practices. The Assessment Coordinator aggregates report results (e.g., number of programs that used assessment to inform decisions) and these results are used by the Assessment Committee to make regular reports that summarize and offer recommendations to the Teaching and Learning Council noting the strengths and challenges of the assessment system overall. In addition, the Instruction and Student Services Leadership Team (Vice President and academic deans) has joined the Assessment Committee for the last two reporting cycles (2023 and 2024) to review a sample of reports to create a review and recommendations for the college. A synthesis was produced in [2023](#) and in [2024](#) for shared governance councils and budget teams.

Academic program review happens every five years. Programs and departments are asked to use their programmatic assessment results to inform their self-studies. Within the five-year timeframe of program review, we want to see that programs have a holistic view of student achievement of their programs' learning outcomes and that they have a plan to improve learning related to any areas of weakness that were identified by assessment, or that they have already undertaken improvement efforts. The program review form can be found [here](#). The program review process currently involves programs and the relevant dean. The college would like to improve its program review process to make it more meaningful, including how learning assessment is integrated into the self-study. The Assessment Committee, which has not previously been directly involved in the program review process, launched a project in fall 2025 to review the program review form and process with the goal of providing recommendations to the instructional academic deans and Vice President. The committee is considering what role, if any, it might play in program review going forward and whether program review, with its five-year window of self-study, might provide a more holistic view of the impacts of assessment beyond what two-year assessment reports are designed to do.

The college's document management for assessment materials is relatively decentralized. We do not have centralized assessment software. Our learning management system, Moodle, does not have the programmatic assessment capabilities found in other LMS's. At present, all programmatic assessments are done outside the LMS. The college manages a central library of assessment reports, assessment plans, and curriculum maps for all programs and departments from 2018 to present in SharePoint, while each program/department manages their own internal assessment documents at a local level.

## Examples of Programmatic Assessment

The following examples of programmatic assessment at CCC represent some of the different programs at the college in terms of size and focus: Engineering is a mid-size two-year transfer degree program, Dental Assistant is a smaller one-year certificate Career Technical Education (CTE) program, and Writing represents a key general education area that is responsible for required courses in multiple degrees and is one of the largest programs on campus.

### Engineering

Engineering is not an accredited program. Engineering AS degrees are designed so community college students can complete their first two years of coursework for a bachelor's degree in engineering and then seamlessly transfer to a four-year university to earn their B.S. degree. Faculty keep the curriculum current and aligned with the transfer requirements for engineering programs at Oregon universities, including Oregon State University, Portland State University, and Oregon Institute of Technology. Program faculty includes two full-time instructors, one of whom has an assignment split between Engineering and the Electrical Engineering Technology program. Two associate faculty also teach some courses for the department. From 2016-2025, 30-45 students successfully transfer from CCC into four-year engineering programs per year.

The Engineering program's process of program-level learning assessment involves direct evaluations of student performance relative to the intended Program Learning Outcomes (PLOs), as well as student surveys about students' experience of learning. Engineering faculty collaborate on program assessment with Math and Physics faculty because Engineering AS degrees involve substantial course work in those areas. The program has [submitted annual program assessment reports to the college](#). In the last five years, Engineering assessment has focused on evaluating one PLO per year, which provided them a holistic view of program-level learning for [their 5-year Program Review self-study, completed in May of 2023](#).

In the academic year 2021-22, the faculty team evaluated how well students could apply the fundamental elements of engineering design by reviewing student design projects. They defined criteria for their expectations of the level of work that would meet the minimum standard of competence that students would need to be successful in their continued education after transfer, and the team normed these expectations as a group so they could evaluate student work consistently. They evaluated three sub-categories of effective design:

- 1) Determine design criteria, including absolute thresholds (constraints) and priorities.
- 2) Generate at least three potential designs, sketching and briefly describing each of them.
- 3) Evaluate designs with a design matrix to determine the design that best meets the design criteria.

The team found 60% of the students met or exceeded the minimum acceptable level for the first category, 80% met or exceeded the second one, and 100% met or exceeded the third one. Overall, students understood the elements of design, meaning that students met minimum expectations or exceeded them. At the same time, the results pointed to areas where students overall tended to be weaker. This finding guided a strategic, coordinated effort to support students to better communicate their design solutions. The team implemented the following strategies: 1) ensure students write down all constraints, including ones that are given; 2) have students write to a different audience, one that isn't familiar with the question; 3) post a

template/example; 4) practice the communication of the solution in other courses, with students Writing a problem definition, solution, and explanation paragraph.

These assessment findings contributed to a decision to invest professional development time toward learning to apply the [Transparency in Learning and Teaching \(TILT\) framework](#). Engineering's Program Lead participated [in a Faculty Learning Community about TILT run by the college's Center for Teaching and Learning in 2022](#). In their 2023 Program Review self-study, Engineering faculty noted, "We have observed that by providing clearer instructions and greater transparency in our assignments, students perform better and achieve better results in assessments."

In addition to the results of Engineering assessment being useful, the assessment process itself proved useful for faculty, in this case as a particular benefit of the interdisciplinary approach to assessment. The Engineering Assessment Team Lead noted in their 2024 assessment report: "During our norming, the engineering faculty learned about the 4 methods of mathematical understanding --geometrical, numerical, analytical, and verbal. None of us had heard of these and dividing them into a framework helps us see student deficiencies and design questions that address each of these conceptual methods."

Engineering faculty recently used demographic data to inform teaching decisions. Data provided through the college's Institutional Research office looked at student demographic information from both introductory Engineering courses and from the completion of engineering studies at CCC. From this information, faculty noted that they were not losing female students at a higher rate than male students, but they were losing BIPOC students at a higher rate than white students. [Compared to national numbers](#), CCC numbers lag; nationwide, 22% of engineering degrees awarded to female students and 38% of engineering degrees awarded to BIPOC students.

In order to increase diversity in the program and make classrooms more inviting and safe for underrepresented groups, the Engineering program engaged in focused, professional development, participated in [The Name Campaign \(a college-wide initiative\)](#), and implemented changes to make targeted improvements, as they describe in their 2023 Program Review self-study: "We have incorporated pedagogical methods that we have learned about from the Teaching and Learning Center, including transparent assignment design, increasing belonging through an emphasis on learning names and pronouns (quickly!), and flexible late policies. All these policies are not exclusively benefitting underrepresented groups, but they have been shown to have a bigger impact on those groups and thus help make our program more equitable."

Overall, Engineering's recent program improvement efforts have been responsive to various sources of evidence and input, from four-year institutions, learning outcome results, and demographic data, which they have integrated into responsive actions aimed at improving student learning and success.

### **Dental Assistant Program**

Dental Assistant is a non-accredited program that offers a one-year Dental Assistant Certificate. In recent years, 11-15 students have graduated with the certificate annually. The program has one full-time faculty member and some associate faculty. The full-time faculty member who leads the program is the primary person who does program-level learning assessment. Assistance from associate faculty varies and can be limited by their availability. The program submits regular [assessment reports](#) to the college and completed its [five-year Program Review in Spring 2023](#). The program's assessment happens largely through locally created assessments in which faculty observe student performance in a lab setting and rate students using competency sheets. Students also take national exams, including the Infection Control Exam

(ICE) and the Radiation Health and Safety (RHS) exam. External exams can be important for students' entrance into employment, but the pass/fail results provide limited information to inform improvement efforts. The more useful information is how well students are prepared by the program curriculum before they take the external exam, so this has been the primary focus for the Dental Assistant program.

The Dental Assistant program has made a purposeful move away from prefabricated workbook competencies that were used in the past toward more customized curriculum and assessments that align with the program's learning outcomes. In a recent assessment report, the Dental Assistant program lead wrote that this approach has helped to "streamline content for both teaching and learning and increase student comprehension and KSA [knowledge, skills, and abilities] retention." For example, they have customized assessment of dental assisting chairside skills (related to program learning outcome: "Perform entry-level chairside skills") in recent years to better reflect both industry expectations and new course curriculum around assisting restorative dental procedures and other chairside assisting skills. Faculty evaluate student performance in the Dental Materials 1 Lab (DA 107L) using competency skill sheets. In the last several years, 100% of students have met or exceeded minimum expectations.

The program also created an administrative skills-based competencies sheet for use in their clinical sites off campus. The results enabled them to identify which skills students were given opportunities to perform in clinical sites and which they were not. As a result, faculty made changes to the curriculum in Dental Office Procedures (DA 145) to provide students more opportunities to learn and practice the skills that were not consistently included in their clinical site work; these skills included telephone technique and recording financial transactions.

As a comprehensive community college, CCC's Career Technical Education (CTE) programs incorporate applied general education skills in the curriculum and course requirements. One of the intended outcomes for all CTE students is that they will be able to "Read actively, think critically, and write purposefully and capably for professional audiences." The Dental Assistant program included skills related to this learning outcome in a rubric they used to assess papers in their Dental Infection Control course (DA 125). The paper assignment required students to perform information literacy and writing skills and to use infection control concepts, related to the Program Learning Outcome, "Apply current concepts of occupational safety hazards, infection control, and aseptic procedures."

In 2020, they found that half the students did not meet minimum expectations regarding in-text citations. In response, the program took two actions to understand the problem better. They surveyed Dental Assistant students about their familiarity with and understanding of how to cite sources in research papers and found that students struggled to understand how to cite sources and how to get help. Secondly, the lead instructor participated in meetings facilitated by the Center for Teaching and Learning that brought together CTE instructors and instructors who teach general education for CTE students. That meeting led to a collaboration with a Writing instructor in the English Department in which they determined that Dental Assistant students didn't really need to use formal citation methods; formal academic research papers were not aligned with the intended Program Learning Outcomes or the employment goals for Dental Assistant students. Based on this and communication with other CTE programs, the English Department worked with library faculty to [develop guidelines for informal citation](#) that are widely applicable to CCC programs that the library maintains on its website.

The Dental Assistant program now uses updated assignments, grading rubrics, and communication with students that reflect informal citation expectations. In addition, they have

implemented an assignment in which students write a formal business letter, and faculty connect students with the CCC's Career Center so students can get support writing resumes and cover letters — efforts that focus on helping students apply Writing in industry-appropriate ways that will directly support students' future success as dental assistants.

## **Writing**

The state of Oregon defines eight areas of general education for transfer among Oregon's two- and four-year institutions and has articulated [a set of learning outcome statements](#) for each area. Students must take courses in some or all the eight areas for CCC's different transfer degrees: the Associate of Arts Oregon Transfer (AAOT), the Associate of General Studies (AGS), and Associate of Science (AS) degrees including Biology, Computer Science, Engineering, Geology, Horticulture, Music, and English. Writing is one of the state-defined general education areas required for all CCC's transfer degrees.

The English Department takes responsibility for assessing the three Writing learning outcomes, which they have done using a three-year cycle, assessing one outcome per year. Since they are also responsible for five information literacy outcomes, they fold those into the Writing outcomes where relevant. They have established a regular, [ongoing assessment process](#) that involves most of the 11-12 full-time faculty and many of the associate faculty in the department with a defined yearly cycle of assessment throughout the academic year. The cycle begins with collecting a representative sample of student writing from sections of the last course in the Writing sequence (Composition II: Writing 122) in Winter or Spring term. They use rubrics, developed and honed over the years, that articulate criteria related to Writing learning outcomes. The faculty norm rubric ratings in Winter or Spring and gather and discuss ratings by the end of Spring term, with the goal of having two raters for each paper. A final discussion of results usually happens at the end of Spring term and/or at the beginning of the following Fall term. Assessment is a standing agenda item in department meetings but also happens in devoted assessment sessions. Documents are organized and accessible to all faculty as well as on the department's new Microsoft Teams space. The department developed remote options, including Google forms for ratings and Zoom discussions of rating results, during the COVID pandemic. With the return to in-person work, they incorporated remote options into their normal operations to maintain a flexibility that encouraged broader participation. The department submits regular [assessment reports](#) to the college and the English department submits five-year [Program Reviews](#).

The English Department's 2023 Program Review provided an opportunity to reflect on the last five-plus years of assessment work; they noted, "When we first assessed Writing and Information Literacy (IL) skills related to using sources, in 2017, only about 42% of students met our agreed-on minimum cut point. That was a wake-up call and has been a continuing focus. One thing we realized is that it's important to begin building skills in research and source-use early in the sequence, even in WRD90 and 98." In addition to source use, other skills showed up as a common weakness in students' writing such as their ability to explain and extend ideas and to make connections between ideas.

The department has engaged in multiple efforts in recent years to make changes to teaching and curriculum designed to address students' learning challenges in the areas that have been surfaced by assessment. They invited librarians to department meetings to help them examine the connection between information literacy and critical thinking. They used assessment results to inform a 2021 budget request for a Composition Coordinator position in the department, something that many schools have — a person who can look at the big picture and

help guide large-scale curriculum changes. While the initial request was unsuccessful, in 2023 the college approved funding for a 50% course release for one faculty member to serve as the Composition Coordinator, and that position is currently filled.

The department also responded to assessment results by launching a departmental critical thinking initiative. They prioritized department conversations about how to teach critical thinking. The Composition Coordinator collected research on critical thinking pedagogy, which they distilled into a department resource that offers assignment suggestions for different class levels with suggested supplemental readings on the elements of critical thinking. They plan to roll out this resource to the full department soon.

By the time of the English Department's 2023 Program Review, they were able to look back at their assessment data since 2016/17 when they (along with the rest of the college) began systematic assessment of their learning outcomes. They wrote in their self-study, "We've evaluated most of our outcomes twice now, and the cut-point achievement scores have risen. In the first cycle, they were in the 40-50% range. The next cycle was closer to 70%. The improvement is partly because of the work we've done, but in fairness, it could also be related to the fact that we're measuring more accurately, with a simpler scale, clearer rubrics, and better norming."

Most recently, in Spring and Summer of 2025, faculty leading Writing assessment have taken steps to expand their assessment program to include faculty outside of the English Department. Critical thinking, information literacy, and writing are skills that are important in virtually every program and department at the college; in this sense, they are a college-wide concern. In Spring of 2024, the Writing assessment Team Leads, working with the College Assessment Coordinator, proposed and had accepted by the Instructional Deans and Vice Presidents [a plan to take a first step toward multi-disciplinary assessment](#). The leadership team agreed to provide funding for work on assessment during the summer term outside of the usual full-time-faculty contract salary year. This enabled the Writing assessment Team Leads to pull together a coalition of faculty from the Library, English for Speakers of Other Languages, and Social Sciences who rated student writing and discussed the themes that emerged.

Organizing and analyzing the rubric rating results is still in progress, but initial trends stood out as raters debriefed the papers they had just rated. A significantly large number of essays did not show the minimum expected level of critical reading or thinking a student would need when transferring to a four-year university. Common problems included essays that didn't quote or paraphrase or otherwise use sources of evidence in meaningful ways and essays that lack specific examples to support their claims. We might be seeing a continuation, or even worsening, of the trend of lower-than-desired results in critical thinking.

Another significant finding emerged in the Spring-Summer 2025 Writing assessment that might be integral to understanding what is going on: Raters saw many more essays than they had expected and had previously seen that seemed to be written wholly or partly by generative artificial intelligence (AI). These essays often did not meet expectations for critical thinking. Again, a summary of the rubric rating results will give us a sense of the extent of what raters observed through discussion. For a summary, see the Writing Assessment Team Lead's [report to the department](#). In the meantime, the Writing Assessment Team Lead and the English Department's Composition Coordinator have created a collection of resources and strategies about teaching and assessing AI and writing, and they are participating in the college's taskforce on AI policy, bringing the needs and perspectives of writing and literature instruction to that larger college conversation.

The Summer 2025 writing assessment was a promising start that could be expanded to engage faculty from more areas of the college. Initial assessment results suggest that a significant portion of our students struggle with critical thinking and writing, and that cross-college attention to critical thinking might be something for CCC to prioritize.

## **Overview**

These programmatic examples are representative in some ways and aspirational in others. They represent well the collaborative nature of assessment work seen across CCC's programs and general education assessment teams, collaboration within teams, with other programs, with community and transfer partners, and with faculty in support roles in the Center for Teaching and Learning and the Library. They represent the common assessment process of faculty developing or adapting assessment measures from within the curriculum (student projects, hands-on labs, writing assignments situated within courses), measures that are then well-positioned to inform that same curriculum. These programs use assessment results for immediate changes to assignments or curriculum choices, and in the case of Writing, they are also working to build a coalition and resources that could affect broader cross-college change.

Between the 2019-20 and 2023-24 academic years, most of our general education area faculty teams (86%) used assessment to inform curriculum and teaching changes. The Writing programmatic example is representative of this. At the same time, it represents the promise of broader college use of assessment that CCC aspires to. We would like to determine the best ways to support this work. CCC invites input from the evaluation team on how to elevate the work currently being done by one program in a way that could engage and benefit the broader college community. Further, CCC invites input from the evaluation team on how to incorporate general education assessment into a structure like that piloted by the Writing program.

All three programs represent CCC's aspirations for effective five-year program review self-studies. At present, a small number of programs use their five-year Program Review to reflect on their assessment as holistically and effectively as the programs that are featured here. We are currently working on a review of our Program Review process to identify ways to improve the integration of assessment and support for programs. One early issue we have identified is that some of the rich information documented in assessment reports is not showing up in program reviews, which suggests we might need to better communicate the intent of the program review and support faculty in utilizing their assessment reports as a source of information and reflection as they complete the self-study form.

We have described ongoing efforts to continue our development: the new two-year cycle for continuous quality improvement, improvement of the Academic Program Review process, and supporting the expansion of writing assessment with the potential that this might serve as a model for better use of general education assessment at an institutional level. We have identified challenges with resources and limited staff and with limited capacity to manage assessment documentation. We welcome feedback from evaluators about how we can build on our strengths and address the challenges we have identified.

## Moving Forward

Clackamas Community College looks toward the next five years and beyond by undertaking a comprehensive evaluation of its operational and educational systems and structures to ensure efficiency, effectiveness, and alignment with the college's mission. Like many institutions, CCC faces a time of change at the community, state, and federal levels. These realities underscore the importance of modernizing core systems and adopting integrated solutions to reduce manual workload and improve institutional agility. In prioritizing technology upgrades, process improvement, and strategic investments, CCC aims to build a sustainable foundation for innovation, equity, and long-term success.

### Systems

The college is at present evaluating its operational and educational systems as it seeks efficiency and effectiveness rooted in the continued growth of student outcomes. We face challenges like many 2- and 4-year institutions: aging physical and technological infrastructure, funding instability from state and federal resources, and fatigued faculty and staff who continue to strive for student-centered learning and operations while consistently seeking to do more with less. At the time of this report writing and campus visit, Clackamas Community College will be working through its second consecutive year of multi-million-dollar budget reductions based on changes in state and federal resources as well as escalating costs of operation.

In Spring 2026, Clackamas Community College will begin a full ITS needs assessment as part of a project to upgrade or replace its core Enterprise Resource Planning (ERP) system. At present, CCC uses a college hosted, moderately customized, and non-upgradeable system that does not meet college needs and often requires auxiliary systems to complete the college's needed operational functions. This underlying structural system builds the foundation upon which the college operates and moves towards its institutional mission. Through this project, CCC aims to simplify and improve processes that will remove manual labor burdens from staff and reduce direct workload.

Paired with the ITS needs assessment, CCC's Strategic Priority Implementation Group identified two recommendations toward growing our mission aligned Community Connections strategic priority. First, the group recommends the implementation of a campus-wide customer relationship management (CRM) system. This recommendation centers consistency in relationship building and maintenance, ensuring that community organizations, members, and other stakeholders have experience coordinated outreach and invitation to involvement with the campus community. Second, the Strategic Priority Implementation Group recommends establishing a community liaison position to lead, support, and develop community partnerships. This role would be central to growing the college's interactions with employers among other central community stakeholders. While both recommendations are closely aligned to the Community Connections strategic priority, the college recognizes that given the current resource allocation climate at the state and federal level, the full evaluation and implementation of these recommendations may be delayed.

Additionally, Institutional Research and Information Technology Systems leadership teams identified current areas of student-system interaction that require overhaul in order to realize noticeable improvement. The College Login, Efficiency, & Application Redesign (CLEAR) project will modernize and streamline CCC's student application and account lifecycle process. This project brings together stakeholders from across the institution to create a shared

understanding of current challenges and to develop a coordinated, future focused solution. The current state analysis phase of this project will be completed by the end of Winter Term 2026.

Finally, CCC is in the beginning stages of exploring how to solve campus-wide challenges with assessment, particularly with program learning outcomes and institutional learning outcomes, by implementing a new learning management system (LMS). CCC currently operates in Moodle, which holds several limitations. These limitations consist of lack of integrated structure to aid in assessing student learning outcomes at the programmatic level, inability to export data effectively for institutional level assessment evaluation, and difficulty finding plug-ins and other APIs to connect Moodle to other campus-systems (including the current ERP). As CCC continues to improve its assessment framework and cycle, evaluating how a new LMS may assist in reducing manual entry and compilation of data is one of the criteria of a larger project. Similarly, considering a new LMS is also part of the effort to build a campus-wide structure of software systems to streamline operations and reduce manual entry to redirect staff labor towards mission-aligned and student-centered work.

### **Vision and Strategic Planning**

The college currently defines mission fulfillment through progress on its strategic priorities. The current strategic plan is set to expire within the next year. In the context of a rapidly changing landscape in higher education, CCC decided to extend the current strategic plan for one-two years to allow space for the college community to engage in visioning work to shape the future strategic plan. CCC is approaching its 60<sup>th</sup> year of offering higher education to Clackamas County, and at this time, it is appropriate for the college to reflect on our first 60 years and how the college might evolve to serve the needs of a changing community, workforce, and the state of Oregon.

The strategic planning process will take place within CCC's current mission, vision, and values. It will begin with a comprehensive visioning exercise that engages stakeholders from across the college and our service area, including faculty, staff, students, board members, and community partners. This step ensures alignment with the institution's mission and values while also seeking to reaffirm the current strategic priorities. Throughout these collaborative conversations, the college will focus on identifying opportunities to leverage existing assets and extend current impactful projects to articulate a shared vision for the future. The second step in the planning process will be to evaluate and update the current strategic indicators and actions to ensure a future focus that articulates clear, measurable indicators of success and growth for the college. The final phase of visioning and crafting a new strategic plan involves setting up the process for implementation and continuous improvement. CCC anticipates the use of its shared governance councils as structured reporting areas for regular progress updates on the next iteration of its strategic plan.

### **Data-Informed Decision Making**

Clackamas Community College will advance its commitment to institutional effectiveness by forming the Institutional Data and Evidence for Action (IDEA) group. This cross functional team will bring together leaders from key campus initiatives, such as Strategic Enrollment Management (SEM), Guided Pathways, and Holistic Student Support, in conjunction with Institutional Research and Assessment professionals. Historically these conversations occurred in silos, limiting the college's ability to make methodical, institutional level improvements. IDEA will serve as a central hub for review and analysis of internal and external

data, which will enable the college to interpret student achievement measures holistically and identify areas for improvement or innovation.

The IDEA group's work will also directly support CCC's new phase of Strategic Enrollment Management (SEM) planning. The next SEM plan will take a more focused approach, beginning with a focus on term-to-term persistence. Through the integration of SEM outcomes with broader institutional data, IDEA will help the college monitor equity gaps, assess the impact of interventions, and consider the effects of adjusting resource allocation. This new approach aspires to position data as a catalyst for innovation, improvement, and equity across the institution. This work will bring together efforts from multiple strategic priorities in the current strategic plan, including Excellence in Teaching and Learning, Holistic Student Support, Community Connections, among others.

As CCC moves forward, the systems' evaluations and upgrades are more than technical improvements. They are strategic investments in the college's future. By addressing critical infrastructure needs, implementing tools that foster community engagement, and exploring data-informed solutions to strengthen assessment of learning outcomes, CCC positions itself to meet the evolving demands of higher education and the communities of Clackamas County, Oregon. While resource limitations may require phased implementation, the college is committed to streamlined, mission-focused systems that empower faculty, staff, and students. These efforts will ensure CCC continues to deliver high-quality education and maintain institutional effectiveness for decades to come.

# Addendum A

## Recommendation 1: Fall 2024 Ad Hoc Report with Visit - Regularly and systematically evaluate associate faculty. (2020 Standard(s) 2.F.4)

### CCC's Understanding of the Recommendation

The peer evaluators for our Fall 2024 Ad Hoc Visit reviewed Recommendation 4 from our Spring 2023 EIE visit, determining that CCC resolved issues with evaluations for full-time faculty, staff and administrators. CCC continued to have several issues regarding the evaluations of associate faculty (i.e., part-time faculty). Specifically, the college needs to create a centralized system for determining when evaluations are due, based on our established policy, and to clarify the roles of administrators and full-time faculty chairs in conducting evaluations.

### CCC's Associate Faculty Evaluation Process

#### Evaluation Schedule/Frequency

The [Clackamas Community College Associate Faculty\(CCCAF\) collective bargaining agreement](#) outlines the frequency and process for associate faculty evaluations. Article 11 (pages 34-36) contains the full language, and a summary of the evaluation schedule is provided here:

- During the first three terms of employment, student evaluations must be completed in at least one class per term.
- Performance evaluations are required upon reaching level 2 of the salary schedule and at least every three years after that. Associate faculty are hired at level 1 of the salary schedule and advance to level 2 after accumulating 510 contact hours.

#### Current Evaluation Tracking Process

When associate faculty evaluations are submitted to Human Resources, they are marked as completed in a tracking spreadsheet and placed in the employee's personnel file. The evaluation completion data below is pulled from Human Resources evaluation tracking. Due to campus technical system constraints, Human Resources is unable to provide lists of associate faculty who are due for evaluations, which challenges the institution's ability to track completion rates for associate faculty evaluations.

#### Number of Associate Faculty Evaluations Received per Academic Year

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
13	24	14	30	19

Associate Faculty are evaluated by full-time faculty department chairs and associate deans. There is not a consistent understanding across instructional divisions and departments as to who takes the lead role in the process, and therefore evaluations for associate faculty are conducted primarily by department chairs in some cases or in other instances by a team of a department chair and an associate dean.

## **Response to Recommendation 1**

The Division of Human Resources is collaborating with Institutional Research and Reporting to create a centralized and automated system for tracking when associate faculty evaluations are due. This report will go to deans and instructional departments on an annual basis. CCC's hope is to incorporate these evaluations into the Human Resources software system that is used for other employee groups for performance evaluation, NeoGov.

Beginning in Spring 2025, the Vice President of Instruction and Student Services and the Instructional and Student Services Deans met with Department Chairs and Associate Deans for several exploratory sessions. These sessions focused on a number of concerns regarding the role of a Department Chair at Clackamas Community College (who are all full-time faculty) and the role of administrators (either Deans or Associate Deans). These concerns included a lack of clarity regarding responsibilities for supervising associate faculty and the evaluation process. Currently, the process is conducted inconsistently across instructional divisions. In Winter 2026, the Vice President of Instruction and Student Services and the Instructional and Student Services Deans will hold consensus building sessions to clarify the roles of department chairs in leading instructional departments and the roles of administrators. The expectation is that clear roles will be established for the supervision and evaluation of associate faculty by the end of Spring 2026.

We anticipate that this role clarification coupled with improved tracking of when evaluations for associate faculty are due will lead to marked improvement in completing evaluations in the 2026-27 academic year.

# Addendum B

**Recommendation 2: Spring 2023 Evaluation of Institutional Effectiveness - More fully and consistently use the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes. (2020 Standard(s) 1.C.7)**

## **CCC's Understanding of the Recommendation**

The peer evaluators in the Fall 2024 Ad Hoc visit reviewed this recommendation and noted that they wanted to see Clackamas Community College engage in a more consistent implementation of assessment across general education areas. In addition, the feedback from peer evaluators in the Spring 2023 EIE visit stated that they would like to see CCC support a more consistent use of assessment results in planning processes (e.g. unit planning, program review). Additionally, peer evaluators noted that they recommended that CCC work towards establishing clear evidence of institutional-level interpretation and the use of assessment results.

## **Response to Recommendation 2**

### **General Education Assessment**

The peer evaluators in the Fall 2024 Ad Hoc visit noted that they wanted to see CCC engage in a more consistent implementation of assessment across general education areas. CCC's goal is that substantially all of the general education areas (and degree/certificate programs) will use assessment results to inform improvements to their curriculum, teaching, or other aspects of their programs/areas within a five-year period (the length of the Academic Program Review cycle). The assessment report results cited below indicate significant engagement in and use of assessment in general education (program assessment is provided as well, for context) Our goal is to build toward percentages in the 90<sup>th</sup> percentile for use of assessment.

CCC General Education Areas Used Assessment Results to Inform Improvement Efforts, AY 2019-20 to 2023-24

At least once	86%
More than once	57%

CCC Degree and Certificate Programs Used Assessment Results to Inform Improvement Efforts, AY 2019-20 to 2023-24

At least once	79%
More than once	51%

CCC has worked to expand our capacity to assess our general education outcomes (our ILOs) by making systemic institutional changes:

- Re-Design of General Education Course Certification Process: In 2024, the college launched a re-designed general education course certification process that was

prompted by and informed by general education assessment results. In prior years, student performance results, along with an examination of assignment prompts, revealed that a large percentage of the assignments given to students were not aligned well with the general education outcomes. A workgroup was established through collaboration between Gen Ed Assessment Team Leads, the Curriculum Committee, the College Assessment Coordinator, and the Associate Dean of the Arts and Sciences division, with the support of the VP of Instruction and Student Services. In contrast to the previous check-the-box approach, the new process requires the instructor of record to explain the relationship between the course's learning outcomes and the general education outcomes, and they must provide an example of an assignment that provides students an opportunity to demonstrate their learning relative to the general education outcomes. This is a systemic change that over time should have a broad and lasting impact on the quality of our general education and student learning and should provide for more valid and robust general education assessment.

- Funding Cross-College Assessment of General Education: In 2025, CCC took steps to expand Writing assessment to include faculty in disciplines other than English and to address critical thinking, a skill that is important to curricula in multiple programs across the college. In Spring of 2025, the instructional Deans and Vice President accepted a proposal from the Writing assessment Team Leads, working with the College Assessment Coordinator, to provide funding for the first time in the history of the college to pay faculty to work on assessment during Summer term outside of the usual full-time-faculty contract salary year. Summer funding allows faculty outside of the English department to participate who would otherwise not be able to, given their teaching and assessment responsibilities within their own departments during the regular academic year. A coalition of faculty from Writing, the Library, English for Speakers of Other Languages, and Social Sciences rated student writing and identified themes that emerged. This project was a promising start that could be expanded to engage faculty from more areas of the college. Initial assessment results suggest that a significant portion of our students struggle with critical thinking and writing and cross-college attention is a potential focus for using institutional- and program-level learning outcome assessment to drive institutional improvement and academic planning.

One challenge CCC has identified—and a focus area going forward—is how to better support assessment in Arts & Letters and Cultural Literacy. The gen ed assessment teams for these areas have struggled to maintain leadership and/or momentum. While most general education areas “belong” clearly to one department (e.g. the Science department assesses Science gen ed outcomes), Arts & Letters and Cultural Literacy courses span multiple disciplines and departments. The Assessment Team Lead positions for both of these areas are currently vacant, and recruitment efforts haven't been successful. Current discussions focus on whether the establishment of a central general education assessment plan with a staggered timeline and more centralized support for Arts & Letters and Cultural Literacy, would create a more sustainable and consistent system.

## Use of Assessment Results in College Planning Processes

The feedback from peer evaluators in the Spring 2023 EIE visit stated that they would like to see CCC support a more consistent use of assessment results in planning processes (e.g. unit planning, program review). Since 2022, the college has been working to improve its use of assessment at higher levels of decision-making to support and leverage existing faculty efforts as well as uncover new opportunities for institutional use of assessment.

### Timeline of Actions

- 2022-23: Series of focus groups and workshops; decision to re-design CCC's Continuous Quality Improvement (CQI) processes (academic assessment, service-area assessment, unit planning, academic program review, and budget planning) to be more purposefully aligned, integrated, and focused on evidence-based decision-making.
- 2023-2024: Shifted the Assessment Committee's assessment report review process to include Instruction and Student Services Leadership Team (Vice President and Deans). Synthesis included recommendations for using results in high-level planning processes, shared with Teaching & Learning Council and others.
- 2024: Shifted from a one-year to a two-year cycle of assessment reporting.
- 2024-2026: Focused more professional development/support on meaningfully using assessment results to inform improvement efforts (e.g. Fall in-service sessions, consultations).
- Fall 2025-Winter 2026: Assessment Committee conducted a project to suggest improvements to how assessment is integrated into academic program review.

What CCC learned from the 2023 and 2024 assessment report reviews described above has helped inform the decision to form the Institutional Data & Evidence for Action (IDEA) group. As part of CCC's ongoing efforts to strengthen institutional effectiveness and ensure that data-informed decision-making is both comprehensive and actionable, this group will bring together leaders from across key campus initiatives, such as the Strategic Enrollment Management (SEM) Plan, Guided Pathways, and the Holistic Student Support Council, alongside Institutional Research professionals, the Academic Assessment Coordinator, and the Service Area Assessment lead. These conversations currently happen in silos, limiting the ability to make collegewide impacts.

The primary purpose of IDEA is to synthesize both internal and external data insights to better understand what student achievement and learning assessment measures are telling us and to identify where there may be need to refine monitoring or launch new initiatives. In essence, this group will serve as a hub for aligning data-informed strategies with institutional goals, ensuring that we continuously use evidence to promote student success and close equity gaps. We have identified some potential projects for continued use of assessment at the institutional level:

- We know that academic performance is a key indicator of persistence from first to second term. Using the coordinating function of the IDEA group to focus analysis of assessment results and academic planning to provide improved academic support in and outside the classroom.
- Elevate the work started by the English Department on critical thinking to include more faculty across departments and divisions to make improvement of critical thinking an

institutional action to support our Excellence in Equitable Teaching and Learning strategic priority.

## APPENDIX J:

# INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



### Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

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(Name of Institution)

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(Name of Chief Executive Officer)

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(Signature of Chief Executive Officer)

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(Date)