

Columbia State Community College
Annual College Evaluation of Effectiveness Report

2010-2011

The effectiveness of an institution is indicated by how well it is doing what it says it is doing. To determine effectiveness, it is necessary to state clearly and concisely what the institution considers itself accountable for and at what level it expects to perform. The Annual College Evaluation of Effectiveness Report is organized around the six Critical Success Factors identified by Columbia State Community College as the indicators of the college's success. Information shared in the annual report is derived from academic program review, annual department reports and institutional data storage. The report will contain both assessment and recommended actions for improvement.

Critical Success Factor 1: Student Success and Learning

During 2010-2011, Columbia State began to shift the college's focus from access to progression, retention and graduation. This shift is due in part to the state's commitment to the Complete College Act and a revised funding strategy. In 2010-2011, the college engaged in the exercise of identifying signal values related to the assessment of the following indicators of student success and learning:

- Fall-to-Fall Retention
- Fall-to-Spring Progression
- Accreditation Standards
- Licensure Pass Rates
- Program Review and Academic Audit
- Job Placement Rate
- Number of Graduates
- Graduation Rate
- Student Hours Accumulated
- Developmental Success
- Graduate Exit Exam Scores

The Critical Success Factors Chart is attached (Appendix 1) to this report for specific assessment numbers in all categories listed above, but for the purpose of this report, specific areas of accomplishment have been recognized.

In the area of Student Success and Learning, the college met or exceeded the goals in seven of the 10 areas of assessment. Accomplishments include:

- 100% of all accredit-able programs are accredited.
- Licensure pass rates exceeded goals in Veterinary Technology and Respiratory Care.
- Peer review standards met exceeded goal.
- Job placement rate met the goal of 95%.

The college began administering the ETS Graduate Proficiency Exam in place of the California Critical Thinking test in 2010-2011. In all areas of proficiency, the college exceeded the national mean.

Major College Accomplishments Related to Student Success and Learning:

- Twenty-two student athletes received Academic All-American Awards.
- TRIO Student Success Services program launched in Fall 2010 and services provided throughout the year. Direct impact of subpopulation degree attainment expected.
- Early Alert pilot was conducted. Direct impact on retention and progression expected.
- New PAAH advisor hired to provide students with services.
- New learning spaces were equipped.
- Increased number of students took advantage of the Study Abroad program (18).
- Preparation for launch of new Learning Support curriculum and new labs.
- Increased participation in tutoring services by students.
- Removed the fee for intent to graduate.
- Launched “Think Graduation” commitment program.
- Creation of an Adult Evening Cohort program.
- Program options added in Business Information Technology and Criminal Justice.

Areas for attention in the upcoming year include:

- Fall to Spring Progression rate. College will need to develop activities, revise processes and identify opportunities to assist students in this area.
- Number of graduates with degrees and subpopulation degree attainment. All areas of this section met the minimal accepted number, but the college is striving to meet goals in each area. College needs to identify focused activities that will encourage degree attainment in this area.
- Students accumulating hours needs to increase.
- Developmental success scores (Math) have room to improve to meet the national 75th percentile on the National Community College Benchmark report.

Recommendations:

1. Identify and implement strategies to improve the fall to spring persistence rates.
2. Identify and implement strategies to increase subpopulation degree attainment.
3. Continue implementation of Learning Support redesign.

Critical Success Factor 2: High Quality Support Services

College support services are assessed using national benchmarking projects and locally developed satisfaction surveys. The college has participated in the Community College Survey of Student Engagement (CCSSE) for the past six years. The CCSSE is administered every other year and results have been shared with the college community. Students participated in CCSSE during Spring 2011, and the results were made available in July 2011. The goal for the college is to exceed the mean (50) in the benchmark categories of active and collaborative learning, student

effort, academic challenge, student/faculty interaction and support for learners. Historically, the college has failed to meet the goals for CCSSE. In 2011, the college saw improvement in three of the five benchmark categories: active and collaborative learning, student effort, and student/faculty interaction. With the increase in performance, the college still falls below the mean in every category except student effort.

In Spring 2011, the college conducted an on-line Enrolled Student Survey which measures student satisfaction with services and the college. A summary of the overall student experience includes:

- 95% of the survey population was satisfied or very satisfied with their educational experience at Columbia State;
- 90.3% viewed their academic experience specifically as good or excellent;
- 86.9% would likely or definitely re-enroll at Columbia State if given the chance to start their college career again;
- 82.5% of the population surveyed planned to earn an associate's degree at Columbia State;
- 54.3% intended to transfer to a four-year school;
- 85.7% of developmental students believed that their developmental courses likely or certainly prepared them sufficiently for college-level work.

Several college services received an 80% or better rating of good or excellent. These include:

- Admissions
- Registration
- Student Information Center
- Computer Services
- Library
- Disability Services
- Tutoring
- Evening Services
- Testing
- Custodial Services.

Students identified service areas where improvement is needed. These include financial aid and career planning.

While rating the quality of various aspects of their major program of study, students ranked the following at or below 75%:

- Availability of faculty advisor
- Information provided by faculty advisor
- Job/career preparation
- Availability of faculty for out-of-class help
- Opportunities to express ideas in writing.

Major College Accomplishments Related to High Quality Support Services:

- Contracted with Evans Consulting, re-organized financial aid and hired additional employees to improve financial aid services
- 1023 students received counseling services
- TRIO Student Support Services office established in Lawrenceburg providing services at all campuses except Williamson
- Right Start Orientation process evaluated and changes made
- ADA accommodations provided to 155 individual students
- Retention coordinators began providing services
- Installed Digital Signage at all campuses
- Updated or installed learning support labs at all locations
- Increased library resources both print and electronic
- Implemented Clearinghouse Degree Verify Service
- Reorganization of Evening Services program
- Reorganization of Student Services division to focus on retention and graduation

Areas needing attention:

- Faculty student interaction in advising
- CCSSE benchmarks
- Improving support for learners in identified areas of financial aid, career planning specifically but need to improve in all areas.

Recommendations:

1. Share results of CCSSE with Dean's Council and develop a formal plan to target activities toward improving benchmark scores.
2. Revisit the student orientation process and make improvements including increased faculty participation.
3. Work with various divisions and offices to improve faculty advising.
4. Using the Ingersol study, student input, and employee suggestions to identify specific barriers to the student support services and implement a plan of actions to improve (switchboard; student information center; signage; summer support staff; scheduling of right start)

Critical Success Factor 3: Strong College Culture

A strong college culture consists of student and staff awareness and respect for the global aspects of the 21st century economy. In addition, the college is committed to the success of underrepresented students through increased enrollment and graduation rates. The diversity of the employees at Columbia State is an indicator of the college's commitment to diversity. Student involvement in extracurricular activities is an indicator of the college's cultural health. Finally, it is important to measure employee's evaluation of climate.

The college spent 2010-2011 identifying the areas needing to be measured and the mechanisms in place to assess the measures. In 2010-2011 the college developed a Student

College Climate survey which will be administered in Fall 2011. The college is in the process of identifying an Employee College Climate survey.

Major Accomplishments in Area of Strong College Culture

- College hosted 26 college-wide events dedicated to increasing awareness of diversity and global awareness.
- Used student international fees to scholarship 18 students to participate in the Study Abroad program
- Had four faculty participate in the Teach Abroad program
- Established a College Climate Committee to make recommendations on ways to improve climate on the campus
- Registered eleven student organizations including the Student Government Association

Recommendations:

1. Identify a Employee College Climate assessment instrument.
2. Using the Access and Diversity plan, identify and implement key activities targeted toward increasing degree attainment among underrepresented populations.
3. Make the college community aware of the need to capture extracurricular attendance.

Critical Success Factor 4: Progressive Economic and Community Development

In the area of economic and community development, the college has identified contact hours for non-credit students, employee volunteer involvement in the community and college outreach to the communities served by the college as measures of effectiveness.

The college has a goal of 70,126 contact hours based on funding formula goals. This reflects a five percent increase of the existing average of 66,787 hours. In the areas of employee volunteer hours and public outreach efforts, the college will develop a baseline and goals in 2011-2012. This is a new area where data has not been collected in the past.

Major Accomplishments in the Area of Progressive Economic and Community Development

- Office of Economic and Workforce Development began activities to refocus the department on providing quality training while generating revenue for the sustainability of the department.
- Increased efficiency by installing and utilizing an online registration and payment system.
- Created a department strategic plan.

Recommendations:

1. Complete a needs assessment for the region to identify training needs.
2. Inform all groups responsible for community programming to capture attendance at events.

3. Inform all employees of the need to capture volunteer hours through use of BANNER system.

Critical Success Factor 5: Financial Strength

The college identified six measures to evaluate the financial strength of the institution. The measures include:

- Audits
- Composite Financial Index
- Private Giving
- Grant Funding
- Functional Expenditures
- Enrollment Data

The college had one audit finding and received an unqualified opinion on the audit. This met the goals set by the college as acceptable. The Composite Financial Index provides a ranking of Very Strong, Stronger and Very Little. The college aims to have a ranking of Stronger to Very Strong. In all of the areas measured (primary reserve ratio, net operating revenues ratio, return on net assets, viability ratio and composite index score) the college ranked between Stronger and Very Strong.

In the area of Private Giving, the college is working to identify a reasonable goal. The college met the minimal accepted percentages in the number of new grants funded and new dollars received. In renewed and continuing grant dollars the college exceed the goal amount set.

The college is working identify an acceptable goal for functional expenditures.

Enrollment goals were set based on Fall 2010 numbers.

Major Accomplishments in the Area of Financial Strength

- The college received \$592, 812 in continued grant funding.
- The advancement office was reorganized and worked on identifying processes and planning for private giving and grants.
- The Business Office completed an annual audit and managed the additional assets awarded through stimulus funding while continuing to deliver services.

Recommendations:

1. Identify goals for private giving.
2. Identify a grants management process which optimizes faculty and staff participation in grant proposal development and submission.

August 30, 2011