



**Northwest Commission on College and University (NWCCU)
Annual Update for WSQA
Academic Year 2009-2010**

College Name: Columbia Basin College

Contact Person: Curt Freed, Vice President for Instruction

Contact Phone: (509) 542-4806

Contact email: cfreed@columbiabasin.edu

Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
<p>4/9/2010 – The Commission recommends that the College reconsider and refine the institution’s core themes and indicators so that they will better inform planning, decision-making, and resource allocation across the institution. (Standard 4.A.4, 4.B.1, new standards)</p>	<p>At the conclusion of each report submitted to the Commission, CBC has conducted additional reviews of the core theme indicators. These reviews have resulted in modifications, deletions, and additions of core theme indicators as appropriate to help improve the metrics and data gathered to inform mission fulfillment and resource allocation for the institution. Most recently, the Board of Trustees conducted an extensive review of indicators previously mentioned at a Board retreat on August 13, 2010. Several core theme indicators were marked for deletion in the next cycle of core theme assessment through the End State Monitoring reports. The Board unanimously agreed in each instance to</p>	<p>Implementation of modified indicators will be implemented for the assessment cycle for the 2010-2011 academic year. Mission fulfillment will be measured in August 2011 based on the revised indicators. Improvement results will be available at that time.</p>

Name of College Columbia Basin College

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	<p>remove indicators that provided little feedback in determining mission fulfillment. Since the modified core theme indicators will be used through the next cycle of institutional assessment, the modified indicators will be included in the College’s future Year 1 report to be submitted September 1, 2011.</p>	
<p>4/9/2010 – The Commission recommends that the College continue to develop means of assessing student learning that will inform planning and practices and improve student achievement. (Standard 4.B.2, new standards)</p>	<p>Ensuring effective student learning in the many programs at CBC requires thoughtful self-reflection by faculty members directly and indirectly involved in the student learning process. Teaching faculty members conduct assessment of student learning that is tied to their respective curriculum while library and counseling faculty assess how their services enhance the learning environment. Having a diverse set of programs, such as basic skill development, workforce, transfer degrees and a bachelor degree, requires flexibility in the educational assessment of each program to allow self-reflection in a manner most suitable for their curriculum. As a result, each program has developed its own program learning outcomes and a program assessment plan that ensures each outcome is reviewed in a timely manner. The program assessment plan for most areas of the campus specifies which program outcomes are focused on each year and create a revolving schedule that ensures each program outcome is reviewed no less frequently than every five years. The faculty members within these programs are also responsible for creating assessment methods</p>	<p>Assessment of student learning is progressing and additional data is being collected throughout the institution. CBC’s Teaching and Learning Committee is undertaking the role of identifying strategies and improvement actions related to college-wide Student Learning Outcomes (SLO). Revised Curriculum Committee approval forms will be generated that reflect the assessment process more accurately and provide indication of improvement areas. Improvement results will be ongoing.</p>

Name of College Columbia Basin College

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	<p>and conducting three course-level assessment projects that link to the program outcome(s) they specified in the program assessment plan for that year. Each year, typically in the fall, faculty members from each program will review the course-level assessment projects done the previous year and make any adjustments necessary to improve student learning for their program.</p> <p>This structure of educational assessment at CBC is relatively new. Three years ago faculty members reviewed existing course learning outcomes. Two years ago faculty members created program learning outcomes and identified which course outcomes in their area supported each program outcome. Last year faculty members created their program assessment plans and conducted course-level assessments that focused on the program outcomes to be reviewed that year. In Fall 2010 most of the programs will review last year's assessment data for the first time. To aid in the organization of the assessment data the College purchased the TracDat database software. TracDat allows for the sorting of course assessment data rapidly so it is simple to pull out relevant data when reviewing a specific program outcome. Faculty members input their course assessments directly into the TracDat system. The final piece to educational assessment at CBC is review of the campus wide learning outcomes, called Student Learning Outcomes (SLOs). This is the focus of</p>	

Name of College Columbia Basin College

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	<p>the Teaching and Learning committee this academic year. Using TracDat, course-level assessments from around the campus that relate to a specific SLO can be compiled and will be reviewed by a diverse group of faculty members. The goal is that program outcome review and SLO review will identify ways the student learning environment can be improved to ensure graduates that will perform well after leaving CBC.</p>	
<p>4/9/2010 – The Commission recommends that the College continue to develop an approach to program evaluation that links directly to core theme objectives and mission fulfillment. (Standard 4.A.2, 4.B.1, new standards)</p>	<p>At the time of the Year 5 report, CBC was developing a new model for program evaluation that provided a better link to the overall systems being used for college assessment and accreditation. A final evaluation method has been developed and is being implemented across the campus. This final evaluation method has been titled Program Self-Study to maintain alignment with the self-study model of accreditation. This title also is intended to move away from negative perceptions of program evaluation that can be perceived as a step associated with program closure. The Program Self-Study includes a review of data, involvement of stakeholders, an external reviewer, student assessment data, and assessment of overall fulfillment of identified program outcomes. The complete description of the Program Self-Study can be found in Appendix A. An implementation schedule will be maintained that reviews each program every three years.</p>	<p>The refined program evaluation method has been distributed to College programs and disciplines engaging in program evaluation for the 2010-2011 academic year. One program evaluation has been completed to date for the Paramedic program. Data from the program evaluation has provided useful information about prerequisite completion for Anatomy and Physiology, and has indicated the limits of clinical facilities throughout the community available to accommodate CBC Paramedic students.</p> <p>Other program evaluations will reveal their own set of improvement results upon completion.</p>

Name of College Columbia Basin College

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	<p>As a part of the final development and implementation of the Program Self-Study, the College engaged in discussions about defining programs to be included in the Self-Study assessment schedule. Workforce programs and Basic Skills programs are usually easily identifiable with clear boundaries that help make their definition somewhat easier. In the transfer area, however, a major change in definition of program has been discussed. For the purposes of the existing program assessment model, the transfer area has been studied by distribution area. This has proven somewhat problematic because of the less defined boundaries and multiple non-related disciplines attempting a uniform assessment model. As a result of these discussions, the College will move to the discipline level for future program evaluation in the transfer area. Ultimately, this is intended to provide clear data at the discipline level and provide an improved ability to link results of the Program Self-Study back to core theme indicators and mission fulfillment.</p>	