

*Northwest Commission on Colleges and Universities*

**A FOCUSED INTERIM EVALUATION REPORT**

**Everett Community College  
Everett, Washington**

**April 8, 2008**

**Prepared by  
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*A Confidential Report Prepared for the  
Northwest Commission on Colleges and Universities  
that Represents the Views of the Evaluator*

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### Introduction

The Northwest Commission on Colleges and Universities scheduled a focused interim evaluation of Everett Community College in Everett, Washington for April 2008. Dr. Patrick Lanning conducted the evaluation on behalf of the Commission. The visit began at 8:15 a.m. and concluded with an exit interview at 3:30 p.m.

The evaluation took place approximately 18 months after Everett Community College's October 11, 2006 focused interim visit and was a follow-up to Recommendation One. Recommendation One states "It is recommended that Everett Community College fully implement a complete, comprehensive, and systematic educational outcomes assessment program, with a focus on utilizing assessment results as a basis for making educational program improvements (Standard 2.B.3 and policy 2.2).

During the visit, the evaluator met with the president, vice-president, deans, faculty Assessment Coordinator, Institutional Researcher, and program faculty. A full list of interviewees appears in Appendix A to this report.

In advance of the visit, the evaluator received several documents in addition the *Focused Interim Report*. The Commission office provided copies of the 2006 Focused Interim Report. The purpose of this visit was to evaluate if the College had responded successfully to the Commission's recommendations of Fall 2006.

Everett Community College is to be commended for submitting its Focused Interim Report in a timely manner for the obvious efforts of staff and faculty in preparing the report. The College responded with candor to the Fall 2006 recommendation on March 18, 2008.

The College is to be further commended for providing the evaluator with access to numerous administrators, staff, and faculty, including the President of the College. Time reserved by so many individuals for the NWCCU evaluation visit was greatly appreciated and demonstrated that Everett Community College places a high priority on the accreditation process.

Finally, the College is to be commended for the professionalism and quality of its administration, faculty, and staff in making assessment a valuable process in improving learning and the quality of the College. Employees clearly demonstrated a desire to improve the teaching and learning environment.

## **Report on Recommendation 1**

Recommendation 1: It is recommended that the College identify and publish expected learning outcomes for each of its degree and certificate programs. Although data collection does exist, it is clear that regular and systematic assessment of all programs is not being conducted, analyzed, and linked to the planning process. (Standard 2.A.5, 2.B.1, 2.B.2, 2.B.3, Policy 2.2, Eligibility Requirement #12.)

Standard 2.B.3 required that the institution provide evidence that its assessment activities lead to the improvement of teaching and learning.

Policy 2.2 further elaborates on the Commission's expectations with regard to educational assessment including an emphasis on the necessity of a continuing process of academic planning, the carrying out of those plans, the assessment of the outcomes, and the influencing of the planning process by the assessment activities. Each institution has an obligation to evaluate the effectiveness of the educational program in terms of the change it brings about in students, and to make improvements in the program dictated by the evaluation process.

### **Observations:**

Everett Community College has continued to invest considerable time and institutional energy in the development of its educational assessment program and has made good progress. Outcomes at the college, program and course have been identified and publicized.

### **College-wide Learning Outcomes**

College-wide learning outcomes are published on pages 33-34 in the college catalog. The College faculty has identified six college-wide core learning outcomes, including:

- Engage and take responsibility as active learners
- Think critically
- Communicate effectively
- Participate in diverse environments
- Utilize information literacy skills
- Demonstrate computer and technology proficiency

### **Program-level Learning Outcomes**

Attachment I lists Everett Community College's instructional programs and type of program review for 2007-08. Many of these programs have certificate and degree-specific outcomes in addition to the core learning outcomes. These are referred to as program-specific outcomes. Program-specific outcomes can be found on the web at [http://www.everettcc.edu/template/cfm?doc\\_id=2174](http://www.everettcc.edu/template/cfm?doc_id=2174).

### **Utilizing Results of Assessments**

Standard 2.B.3 requires that the institution provide evidence that its assessment activities lead to the improvement of teaching and learning. The College previously did not provide sufficient evidence that it was using the results of assessments to improve its programs. The resulting recommendation

called on Everett CC to assess all its educational programs and to use the results of those assessments to improve teaching and learning (Policy 2.2, Standard 2.B)

The Focused Interim Report (pp 4-5) catalogued a comprehensive set of activities, dating from Spring 2007 to present, which the college had undertaken in the process of improving the consistency of its assessment work. The 2007-08 Academic year, in turn, was devoted to implementation. In the meantime, the college continued funding for an Outcomes Assessment Coordinator position at 1/3 release to assist programs and faculty in the process.

The result was a successful and comprehensive completion of the Academic Program review for all programs. A chart tracking completion for submitted program reviews (Fall 2003- 2007) and binders of all program reviews were made available to the evaluator. A couple of program reviews were missing in the binders, but provided upon request. Although these documents offered clear evidence of progress, not all the work was of equal quality, an unsurprising finding, given the newness of some of the college's assessment initiatives, particularly in general education. More revealing, however, were the evaluator's interactions with faculty and deans in the general education areas. It was still unclear to some key participants in the process how these assessment efforts were going to aid in the improvement of teaching and learning. The need for improved communication between the administration and faculty on how the results were being used at an institutional level was identified as a key need. The Vice President for Instruction clarified how she was actively working to improve communication and demonstrated forms of communication already underway.

In some of the educational programs the identification of program-level learning outcomes are still incomplete or inadequate. However, many of the programs have developed clear outcomes and in the case where these have been developed recently, it will take some time to collect and analyze the results that could then be used toward program improvement. In general education, time has not allowed for the collection of evidence that teaching and learning are being improved as dictated by the outcomes assessment process.

#### **Commendations:**

Everett Community College is to be commended for the significant progress that has been made toward a consistent and complete educational assessment program. The faculty has engaged in a meaningful way in program assessment and the administration has provided strong leadership and support. This is evidenced by the development of college-wide student learning outcomes, the development of program-specific learning outcomes, and the addition this year of the core learning outcomes section in the annual instructional assessment plans.

The commitment to reassign a faculty member 1/3 time to provide additional coordination for outcomes assessment is evidence of the institution's interest in meeting the standards set forth by NWCCU.

#### **Concerns:**

While much progress has been made, the College needs another cycle for assessment to fully implement the results of regular and systematic assessment for each of its educational programs, including general education. Since the instructional assessment program is so new, the College has not had time to utilize the results of each of its program-level outcomes assessments toward

improving its educational programs. In summary, the College has yet to provide evidence of program effectiveness through using the results of its instructional assessment process in a comprehensive manner, particularly in the general education areas.

### **Conclusion**

Everett Community College has made significant progress on Recommendation 1 issued by the Commission in October 2006. Everett Community College is to be commended for the efforts of administration, faculty, and staff in addressing the Commission's recommendations. Further work in general education assessment is planned for next year. The College responded with candor and provided ample evidence of its desire to meet the standards of the Northwest Commission on Colleges and Universities.

**Commendation 1:** Everett Community College is to be commended for the administration's strong leadership and support. It is to be further commended for the meaningful way in which the faculty and staff have engaged in learning outcomes and assessments.

**Commendation 2:** Everett Community College is to be commended for having a clearly defined, comprehensive learning outcomes assessment plan. It is to be further commended for developing and publicizing its core learning outcomes and program-specific learning outcomes. The College has made significant progress in integrating the core learning outcomes in a meaningful manner throughout many of its educational programs.

**Recommendation:** Everett Community College's overall educational assessment strategy is clearly defined and comprehensive, but has not been fully implemented. While much progress has been made, the College did not provide sufficient evidence that its assessment activities lead to the improvement of teaching and learning, particularly in general education programs. Everett Community College should provide evidence of program effectiveness through using the results of its instructional assessment process in a comprehensive manner. It is recommended that Everett Community College fully implement a complete, comprehensive, and systematic educational outcomes assessment program, with a focus on utilizing assessment results as a basis for making educational program improvements (Standard 2.B.3 and Policy 2.2).

## Appendix A

### Individuals Interviewed

The on-site visit provided opportunities to observe and confirm the processes that Everett Community College has instituted to achieve compliance with Standards 2.A.5, 2.B.1, 2.B.2, 2.B.3, E.R.12, and Policy 2.2.

On April 8, 2008, on-site meetings were held with:

#### College President

- Dr. David Beyer

#### Vice President of Instruction

- Sandra Fowler-Hill

#### Outcomes Coordinator

- Gary Newlin

#### Institutional Research

- Darryl Dieter

#### Academic Deans

- Al Friedman, Dean of Mathematics and Science
- Lynne Munoz, Dean of Business and Computer Science
- Jeanne Leader, Dean of Library and Arts
- John Olson, Dean of Learning Services
- Stu Barger, Dean of Nursing/Health & PEHW
- Frank Cox, Dean of Continuing Education and Workforce Development
- Craig Lewis, Dean of Communications and Social Sciences

#### Faculty and Program Heads

- Ardi Kveven, ORCA Director
- Karen Heys, Nursing
- Bev Farb, Sociology Instructor
- Dan Minzel, Welding Instructor
- Gary Newlin, English/Outcomes Coordinator

**Program Reviews submitted – and projected schedule for 2007-08**

Requests for 2007-08	Program	Program Review submitted				
		Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
1	Accounting	3	1	1	3	
1	Adult Education	1	1	3	1	
1	Advanced Manufacturing	--	--	--	--	
3	Apprenticeship	1	3	1	1	
3	Astro / Physics	1	3	1	1	
3	Atm S / Geos / Ocean	1	3	1	1	
1	Aviation Technology	1	1	3	1	
1	Business/Economics	3	1	1	3	
1	Business Technology	1	1	3	1	
3	Chemistry	1	3	1	1	
Viability	CIS/CP	1	3	1	1	
3	College in the High School	1	3	1	1	
1	Continuing Education	1	1	3	1	
Viability	Cosmetology	3	1	1	3	
3	Criminal Justice	1	3	1	None	
3	Distance Learning	1	3	1	1	
Viability	Emergency Services	1	1	3	1	
3	Engineering	1	3	1	1	
1	English	3	1	1	3	
Viability	Family Life Education	3	1	None	None	
Viability	General Education/Transfer	--	--	--	--	
3	Health Sciences	1	3	1	1	
1	High School Completion	1	1	3	1	
1	Human Development	3	1	1	3	
1	Journalism	1	1	1	3	
1	Library Media Services	1	1	3	1	
3	Life Sciences	1	3	1	1	
1	Mathematics	1	1	3	1	
Viability	Medical Coding	--	--	1	1	
Viability	Medical Transcription	--	--	1	1	
1	Monroe program	--	--	3	None	
3	NBI	1	3	1	None	
1	Nursing	1	1	3	1	
1	ORCA	--	--	3	1	
Viability	Performing Arts	3	1	1	3	
1	Physical Education	1	1	1	3	
1	Reading/Study Skills	3	1	1	3	
Viability	School of Business Design	--	--	1	1	
1	Social Sciences	1	1	3	None	
3	Speech	1	3	1	1	
1	Teaching & Learning Coop	--	--	None	1	
3	Tutoring Center	1	3	1	1	
3	Visual Arts	1	3	1	1	
3	Welding	3	1	1	None	
1	Workforce Development	3	1	1	3	
3	World Languages	1	3	1	None	
1	Writing Center	3	1	1	3	