Initial Candidacy Peer-Evaluation Report

Oregon Coast Community College

Newport, Oregon

April 9-11, 2018

A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities

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Introduction

Oregon Coast Community College (OCCC) was established by Lincoln County voters on May 19, 1987 to provide local access to lower-division collegiate programs, career and technical education, college preparation coursework, workforce development, and community education. The nearest university, Oregon State University, is a long 55 miles away, given the coastal mountain range. In 2004, local voters bonded for $23,500,000 to provide a beautiful campus in Newport. In addition, the college has a large center in Lincoln City, and a smaller center in Waldport.

Assessment of the Self-Evaluation Report & Support materials

The evaluators found the self-study to be a helpful introduction to the college. The materials that the college made available to the evaluator on-site were thorough and well prepared.

Eligibility Requirements

1. OPERATIONAL STATUS

The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

OCCC is substantially in compliance: OCCC has been providing educational programs since 1987. Students are taught on its campus but have been granted credit and degrees through Portland Community College. After OCCC was granted Applicant Status with NWCCU , the Educational Services Agreement IGA (Inter-Governmental Agreement) with Portland Community College (PCC) was updated in 2016 to reflect the college's new status and to identify milestones in progress towards Candidacy. "OCCC and PCC have maintained and strengthened interfaces and relationships at the operational, administrative and board levels via highly coordinated annual meetings aimed at building capacity for OCCC to assume all functions currently delivered by PCC under the Educational Services Agreement."

2. AUTHORITY

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

OCCC is in compliance. It has authority through the Oregon State Board of Education to operate and award degrees as an institution of higher education.

3. MISSION AND CORE THEMES

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

CCC is in compliance. OCCC has a clearly defined mission and core themes that were developed through collaborative processes involving multiple stakeholders and were adopted by its Board. OCCC devotes substantially all of its resources to its mission and core themes.

4. OPERATIONAL FOCUS AND INDEPENDENCE

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

CCC is in substantial compliance. OCCC's programs and services are organizationally and operationally independent and can be held accountable and responsible for meeting NWCCU standards and guidelines.

5. NON-DISCRIMINATION

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

CCC is in compliance. These is substantial evidence that OCCC is governed in a non-discriminatory way, while responding the particular needs of groups and individuals.

6. INSTITUTIONAL INTEGRITY

The institution establishes and adheres to ethical standards in all of its operations and relationships.

CCC is in compliance. OCCC is fully committed to ethical standards in all dimensions of it work.

7. GOVERNING BOARD

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

OCCC is in compliance with E.R. 7. OCCC has a strong governing board that ensures mission fulfillment through achievement of core themes.

8. CHIEF EXECUTIVE OFFICER
The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

OCCC is in compliance with E.R. 8. OCCC has a competent and committed president who spends her full time administering the college. She is not the chair of the governing board.

9. ADMINISTRATION
In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

OCCC is in compliance with E.R. 9. The leadership team at OCCC are qualified and capable and their actions and examples help to accomplish the core theme.

10. FACULTY
Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

OCCC is substantially in compliance with E.R. 10, but should ensure that regular evaluation of faculty occur on a more systematic basis going forward. OCCC employs a number of faculty sufficient to maintain a current student faculty ratio of 11 to 1. It has policies addressing the regular evaluation of its faculty; in addition to policies and structures for the involvement of faculty in decisions regarding academic affairs of the institution. Perhaps due to a relatively high turnover of academic administrators, some faculty report that evaluation of their performance has occurred less regularly in recent years.

11.   EDUCATIONAL PROGRAM
The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

OCCC is in compliance with E.R. 11. OCCC publishes in its catalog student learning outcomes at both the program and institutional levels for each of its programs. The expected outcomes are consistent with the certificates and degrees awarded on the basis of their achievement.

12.   GENERAL EDUCATION AND RELATED INSTRUCTION
The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

OCCC is in compliance with E.R. 12. All of OCCC's degree and certificate programs require an appropriate amount and distribution of quarter hour credit in general education disciplines, except in the case of certain of its workforce certificate programs in which the related instruction is embedded in the program's workforce courses.

13.   LIBRARY AND INFORMATION RESOURCES
Consistent with its mission and core themes, the institution maintains and or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever and however delivered.

OCCC is in compliance with E.R. 13. The College provides access to library and information resources with an appropriate level of currency, depth, and breadth. The library's print and digital collections and resources reflect the scope and composition of the academic programs offered. The library is a member of the Oregon Community College Distance Learning Association and the Chinook Libraries consortium, which substantially increases library users' access to academic holdings. The consortium provides courier services to route

physical materials between OCCC's central campus, and north and south centers, and other member libraries.

14.   PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE
The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

OCCC is in compliance with E.R. 14. OCCC has appropriate and adequate physical and technological system and infrastructure to fulfill its mission. It has successfully implemented the building and development plans of its facility master plan from 1998 (with a 2008 addendum) with comprehensive capital projects from 2007 to 2011. A comprehensive gap analysis resulted in the technology master plan which guided technology investments since 2014. The 2017 addendum in the FMP provided for the development of a new building called Workforce Education and Resiliency Center. This resulted in new state capital construction funding recently approved by the State Legislature. Planning is underway for financing and development of this new Center.

15.   ACADEMIC FREEDOM
The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

OCCC is in compliance with E.R. 15. OCCC has a robust and detailed policy on academic freedom that clearly outlines the rights and responsibilities of faculty and students in inquiry and expression.

16.   ADMISSIONS
The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

OCCC is in compliance with E.R. 16. The College has a published admission policy which clearly specifies the characteristics and qualifications appropriate for its programs, and for which OCCC adheres to in its admissions procedures and practices.

17.   PUBLIC INFORMATION
The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic

credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

OCCC is in compliance with E.R. 17. OCCC publishes in its catalog and makes accessible on the college website: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. OCCC is in compliance with E.R. 17.

18.   FINANCIAL RESOURCES
The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

OCCC is in compliance with E.R. 18. OCCC is financially stable and demonstrates that by ensuring a balance budget plan and by setting prudent level of reserves. The college has a sound resource planning and development that provides for realistic financial assumptions in setting its annual budget plan.

19.   FINANCIAL ACCOUNTABILITY
For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

OCCC is in compliance with E.R. 19. OCCC undergoes an annual audit performed by an external, independent auditor. Results of the audit, including the most recent management letter report of a single internal control deficiency (related to a deficiency in the current ERP) are presented to the College executive team and the Board of Education. The presentation included appropriate and timely responses and corrective actions.

20.   DISCLOSURE
The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

OCCC is in compliance with E.R. 20. OCCC has been open and helpful in providing all of the information required by the Commission.

21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION
The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

OCCC is in compliance with E.R. 21. OCCC has been very careful to ensure that all of communications regarding NWCCU accreditation are accurate. Further, OCCC is committed to full compliance to all standards and policies of the Commission.

22. STUDENT ACHIEVEMENT
The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

OCCC publishes student learning outcomes for each of its programs in its catalog, on its website, in program brochures, advising guides, and career pathways curriculum maps. Presently the College monitors student achievement of learning outcomes through completion rates and benchmarks provided through the Voluntary Framework of Accountability (VFA) and through Achieving the Dream (AtD). The current Educational Services Agreement with PCC limits to some extent OCCC faculty control over the assessment of learning outcomes in some programs. In preparation for independent accreditation, OCCC is currently building capacity in the formal assessment of student learning outcomes in order for OCCC faculty to assume total oversight of the curriculum. OCCC is in compliance with E.R. 22.

23. INSTITUTIONAL EFFECTIVENESS:
The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

OCCC is substantially in compliance with E.R. 23, but formal assessment of the achievement of its mission and core themes should be conducted more systematically going forward. OCCC engages in evaluation of its institutional effectiveness at an operational level, and it

engages in emergent practices that evaluate effectiveness at a more institutional level in terms of the comprehensive fulfillment of the mission of the College. Core themes and core theme objectives have been formally developed at the College, but draft sub-objectives, indicators, and thresholds for achievement have not been finalized for each core theme. As such, the achievement of core theme indicators as a component of mission fulfillment has not yet been realized at the College. Otherwise, the College collects evidence of institutional effectiveness more informally, uses the results to effect institutional improvement, as well as the ongoing viability and sustainability of the College, and publishes the results of assessment to its constituencies.

24.   SCALE AND SUSTAINABILITY
The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

OCCC is in compliance with E.R. 24. OCCC has demonstrated clearly how it ensures college resources are sustainable and sufficient to ensure mission fulfillment and achievement of core themes now and in the future.

Mission, Core Themes, and Expectations

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Mission

1.A.1 - The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

OCCC has a mission statement that defines the purpose and scope of its programs and services as well as the values by which it operates to fulfill its mission. The Board of Education adopted the current mission statement in 2014, and the mission is widely published and distributed throughout the College community.

1.A.2 - The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

The College proposes a two-part framework that involves the accomplishment of benchmarks and key performance indicators related not only to the two core themes, but also to Five Big Ideas that comprise the strategic plan or framework for the institution's next several years. As the self-study indicates, the articulation of acceptable thresholds for core themes is in progress, whereas the articulation of acceptable thresholds for the Five Big Ideas has been completed. Given that there will be multiple indicators or benchmarks that roll into the accomplishment of a core theme objective or Big Idea potentially, some explanatory system will need to be elaborated to identify how many indicators, benchmarks, or objectives must be met or exceeded for fulfillment of a core theme or Big Idea, and to what extent total mission fulfillment depends on the fulfillment of each core theme and big idea or some portion of them.

Core Themes

1.B.1   The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

The College has identified two core themes—Student Success and Educational Pathways—after a process of narrowing down from four core themes. Currently the College is in the process of creating meaningful data measures, ensuring that those measures are valid and reliable, and including a variety of national assessment measures and local assessment measures as indicators in order to create a robust set of benchmarks for each of the core themes.

1.B.2   The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Student Success

The primary student success objective is to improve post-secondary educational attainment across Lincoln County and close achievement gaps for underserved populations in the community. As a result, the draft sub-objectives include measures of placement and transition rates, college climate, and retention, and completion rates. Indicators of achievement are disaggregated where appropriate in order to monitor achievement gaps. There is robust rationale for the selection of the draft sub-objectives and indicators for this core theme, although specific thresholds have still to be developed for each indicator.

Educational Pathways

The primary educational pathways objective is to offer pathways to transfer, employment, and self-development that enrich individual lives and promote the economic and civic

vitality of the region. As a result, draft sub-objectives include measures that track employment rates, the extent to which graduates meet industry standards in licensing exams, transfer rates to baccalaureate institutions, and salary data for graduates. Several indicators depend on a program review process that has not yet been implemented at the College, and specific thresholds have still to be developed for each indicator.

Overall, the College has identified core themes that comprise essential elements of the mission and established high-level objectives for each core theme. The College is in the process of identifying appropriate, meaningful, and assessable indicators and acceptable thresholds for each core theme.

CONCERN: The institution should finalize core theme sub-objectives, indicators, and thresholds for achievement, use the results of assessment to improve institutional programs and services, and include the achievement of core theme indicators as a component of mission fulfillment. Standards 3B, 4A, 4B, 5A.

Resources and Capacity

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

Governance

2.A.1 - The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

The governance structure is effective. The size of the institution encourages broad participation. The evaluation committee was delighted to see the number of students, faculty and staff who attended the open sessions. The president and some other administrators are trying to codify some of the ways of participating so that the "family-like" nature of the small college does not exclude anyone from being meaningfully involved in all decision that impact them.

2.A.2 - In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Some of the procedures of a larger system have been mediated by the size and shared commitments of the college community, but the president and other administrators are have codified and continue to develop policies and procedures to ensure the clarity and equity of all the institutional procedures

2.A.3 - The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

The institution has closely monitored collective bargaining agreements, legislative actions, and external mandates. The president, who was the Chief Academic Officer at the Rock Creek Campus of Portland Community College before her appointment, understands the need for monitoring and responding to outside mandates.

Governing Board

2.A.4 - The institution has a functioning governing board* consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

The governing board is comprised of highly committed independent individuals who understand their role and are indefatigable in their efforts to support the institution.

2.A.5 - The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The board members understand their shared role and operate as a whole.

2.A.6 - The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The Board provides appropriate review of institutional policies and has been attentive to policies that regard its own role and operation.

2.A.7 - The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The board was deeply involved in the selection of the president and delegates authority to her to make all operational decisions of the college.

2.A.8 - The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The board members regularly assess their own performance.

Leadership and Management

2.A.9 - The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The college administrators are well qualified and have been given appropriate levels of responsibility and accountability as they manage and assess the achievements of the college.

2.A.10 - The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

The president is highly capable and qualified and gives her full-time commitment to the college. She does not serve as the chair of the board.

2.A.11 - The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

The support and operational administrators of the college are capable and understand and support the college mission.

Policies and Procedures

Academics

2.A.12 Academic policies, including those related to teaching, service, scholarship, research, and artistic creation, are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.
<u>And</u>
2.A.13 Policies regarding access to and use of library and information resources, regardless of format, location, and delivery method, are documented, published, and enforced.
<u>And</u>
2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Academic policies are developed and revised with input from appropriate committees, including the Instructional Leadership Team (ILT) and the College Council (CoCo). Faculty are involved in the development of academic policies through their membership on these committees, and only faculty vote on curriculum issues when motions come to College Council. Following a review by senior leadership, draft academic policies are posted for campus-wide review and comment. All comments are considered for potential incorporation into or for modification of the draft policy. Finalized versions or new policies are submitted to the president and/or the Board for approval. Academic policies are communicated on a college website page, in the College Catalog, and in the Faculty Handbook. Policies related to access and use of library and information resources are documented, published on the library website, posted in the library as appropriate, and available at the Library Services desk.

Academic policies are transparent, widely understood, and contain appropriate processes regarding transfer of credit, class scheduling, non-discrimination, drop/add/withdrawal, incompletes, repeating or auditing a course, challenge examinations, use of information resources, and academic standards. Currently many academic policies are stipulated by the Educational Services Agreement with PCC and would potentially need to be reaffirmed or redeveloped under an independent accreditation. For instance, the Oregon Coast Community College Board of Education currently has only two "academic" policies in the 400 series (related to Instruction) in its Board policies — one policy on Academic Freedom and another on Admissions. Outside of an Educational Services Agreement of the kind that is currently in place, the College will need to amplify processes of written policy development and revision, as well as distinguish the point at which an academic policy raises to the level of Board policy or remains operational.

Students

2.A.15 - Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities— are clearly stated, readily available, and administered in a fair and consistent manner.

Policies and procedures regarding student's rights and responsibilities are clearly stated, readily available, and administered in a fair and consistent manner. Information about student rights and responsibilities, academic honesty, appeals, grievances, and accommodations for persons with disability are available online by accessing the Student Handbook and/or the College Catalog. Students reported with confidence their understanding of and where to access these policies and procedures. Additionally, the faculty syllabus template includes required statements on ADA, Equal Opportunity, and Academic Honesty and Integrity.

2.A.16 - The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Pursuant to Board Policy 403, OCCC is an open admission institution with limited-entry criteria for the Aquarium Science, Nursing, and Health programs. Additional admissions requirements also apply to under-age students and to high school students participating in Early College and/or Dual Credit programs. College and program admission requirements are found in the OCCC catalog, on the OCCC website, and in the limited-entry program handbooks.

Requirements for continuation in and termination from educational programs, including appeals process and readmission policy are found in the OCCC catalog, on the OCCC website, and in the limited-entry program handbooks.

2.A.17 - The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Published in both the college catalog and student handbook, the OCCC Student Rights and Responsibilities details the rights of students in forming student organizations, participating in institutional government, and their role in creating student publications. Oversight of such activities is delegated to the Dean of Students in collaboration with the Associated Student Government (ASG) advisor. ASG operates under the Constitution of the Associated Students of Oregon Coast Community College, ASG By-Laws, and Student Responsibilities. Taken as whole these foundational documents govern student activities.

Human Resources

2.A.18 - The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

OCCC employment policies are drafted, maintained, and administered to ensure compliance with Board policy, state and federal laws, and collective bargaining agreements, as well as consistent and equitable application to employees. These documents address working conditions, use of College resources, employee benefits, ethics, compliance, hiring procedures, and student rights and responsibilities. The Human Resources Manager is currently transitioning from paper documentation of human resource policies and procedures to an electronic format that will be accessible to employees on the OCCC Employee Resources webpage.

2.A.19 - Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

OCCC employees are apprised of their rights and conditions of employment through the employee handbook (currently in draft form) and the faculty and staff collective bargaining agreements (CBA). The CBAs provide information about pertinent aspects of employment, including compensation, probationary periods, evaluation, retention, grievance procedures, benefits, and timelines for layoff notification and termination. Upon hire, all OCCC employees are provided links to the appropriate CBA, the Employee Resources website and the Office of president webpage.

2.A.20 - The institution ensures the security and appropriate confidentiality of human resources records.

OCCC ensures the security and appropriate confidentiality of personnel records through Board Policy 709. Human Resources is responsible for maintaining the official personnel file for each employee and access is restricted to only those authorized by Board policy. In addition, Human Resources maintains separate files for medical related files, worker's compensation or employee grievances.

Institutional Integrity

2.A.21 - The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

The college represents itself accurately and consistently. The publications are regularly reviewed to ensure that they reflect its mission, programs, and services with integrity.

2.A.22 - The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

The college supports and reflects high ethical standards in all of its dealings. Grievances are addressed in a timely and fair manner

2.A.23 - The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

OCCC administers policies that prohibit conflicts of interest on the part of the governing board, administration, faculty and staff.

2.A.24 - The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

OCCC supports compliance with copyright law for the protection of the institution and of employees as both creators and users of copyright protected works.

2.A.25 - The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

The accreditation status of the college is accurately represented.

2.A.26 - If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

There are no current agreements that fall within the scope of this standard.

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Policies protecting academic freedom at the College are consistently communicated and applied. Board Policy 400: Academic Freedom and Article VII- Academic Freedom of the Faculty Collective Bargaining Agreement protect faculty from internal and external influences or pressure that would restrict academic freedom. Alongside the freedom to pursue independent thought and inquiry, faculty are obliged to present a fair set of opinions that include the student's academic freedoms and responsibilities as expressed in the "Student Rights and Responsibilities" section of the College Student Handbook. Ultimately, faculty members are free to pursue and communicate knowledge without fear of reprisal while also obligated to consider alternative interpretations and conclusions within the specific knowledge domain. Comments from faculty indicated a belief that the college fully supports academic freedom and encourage independent thought, and faculty have a major

role in design and approval of curriculum that have not been adopted from PCC through the Educational Services Agreement. Although the College is substantially in compliance with Standard 2.A.29, a written policy prohibiting plagiarism by faculty and staff needs to be developed.

Finance

2.A.30 - The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

The College follows the related Oregon State Revised Statutes and the State of Oregon Local Budgeting Manual to guide its financial planning and budget development. The College Board also adopted fiscal and budget policies to provide oversight and management of financial resources. Though not adopted in a formal policy, the college has set a contingency reserve at 15% as directed by its Board. The college's fundraising activities are coordinated and conducted through the Oregon Coast Community College Foundation, who adheres to related federal and state regulations. The board of education and the foundation board of directors have signed a formal written agreement to guide the relationship between the foundation and the college.

Human Resources

2.B.1 - The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

OCCC employs approximately 100 qualified personnel to sufficiently maintain its support and operation functions. Qualification standards and job descriptions for all positions accurately reflect duties, responsibilities, scope of authority, and are maintained by the Human Resources Office. Human Resources works with supervisors to ensure that job descriptions are up-to-date and that new personnel are hired at appropriate pay levels commensurate with their knowledge, skills, abilities and professional experiences. The recent addition of an electronic application tracking system has greatly improved efficiencies for applicants, search committee members, and hiring authorities alike.

2.B.2 - Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

OCCC is committed to ensuring that administrators and staff are assessed regularly with regard to performance of work duties and responsibilities. While the assessment procedures may differ by employee class, assessments are fair, objective, job-based and

focused on improving performance. Executive/Management/Technical staff follow a similar annual assessment and off cycle goal setting practice as the Classified/Confidential staff. Guidelines for how and when to conduct an assessment were found to be accessible and easy to follow. Human Resources does monitor and track the completion of performance assessments and regularly communicates with supervisors to remind them when evaluations are due. All performance assessments are appropriately maintained within Human Resources.

2.B.3 - The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

OCCC supports professional growth and development of faculty, staff, and administrators. Currently this is accomplished by in-service training days, professional development education leaves, on-line training, and tuition waivers. OCCC has convened an interdisciplinary work group, chaired by the Human Resources Manager, to document, review and make recommendations on ways to improve the professional development programing.

2.B.4 - Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

To achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs, OCCC employs approximately 12 full-time and 48 part-time faculty. Both part-time and full-time faculty are represented on most major committees throughout the institution (i.e., CoCo, ILT, CTE Advisory Committees, and Equity and Inclusion, etc.) and collectively contribute to curricular oversight and assessment. Currently, seven of the 12 full-time faculty actively participate in curricular oversight and/or assessment and the remaining 5 full-time faculty have relied upon PCC faculty for formal assessment of learning outcomes and for curriculum oversight for their disciplines. The College's Educational Services Migration Plan and Assessment Plan establishes a timeline to assume curricular oversight and assessment of these remaining disciplines.

2.B.5 - Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

In accordance with the collective bargaining agreement (CBA), faculty responsibilities and workloads are commensurate with OCCC's expectations for teaching, service, scholarship, research, and/or artistic creation. Full-and three-quarter-time faculty spend additional time, including time off campus and time outside the normal workday, to fulfill their professional duties. As referenced in the CBA, these duties may include undertaking activity that promotes and supports student success, such as mentoring students; College priorities and

programs; faculty development; and other activities as directed by the Dean of Academics and Workforce or the Director of Health and Human Services Careers.

2.B.6 - All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Article XXI of the Faculty Collective Bargaining Agreement (CBA) identifies the agreed-upon methodology and timing of regular faculty evaluations, establishes the baseline evaluation component, and how areas for improvement are identified and addressed. The evaluation of part-time and full-time faculty consists of two distinct components, performance of assigned job duties and related responsibilities, and professional development activities to maintain currency. Probationary faculty are evaluated annually, part-time faculty are evaluated during their first term of employment, and all other faculty are evaluated not more than once every two years. While some faculty reported that evaluation of their performance had occurred less regularly in recent years, the Human Resources Office has begun to develop a more systematic way to track and monitor the completion of faculty evaluations.

Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

OCCC provides programs with appropriate content and rigor that are consistent with its mission wherever offered and however delivered. Evidence to support this included the self-study, the College Catalog, sample program reports and advisory committee summaries, syllabi, assessment reports and comments provided in meetings with faculty and students. Student learning outcomes were found for all courses that were sampled. The programs lead to college degrees and certificates with designators consistent with program content in recognized fields of study and which demonstrate depth and synthesis of learning. The degree requirements are readily available, primarily in online formats.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

OCCC has established learning outcomes for all degree and certificate programs, including programs adopted from PCC. The outcomes are available to employees online on program websites, as well as in course content and outline guides published for each course. Outcomes are available to students through the catalog and as part of course syllabi.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

The College Catalog and college academic policies provide evidence that all credit and degrees are based on documented student achievement. The credit and degrees are awarded in a manner consistent with generally accepted norms or equivalencies in higher education. Course content and outline guides include outcome assessment strategies, and sample program review reports demonstrate that faculty engage in quality learning assessment activities, follow up with improvement actions, and evaluate the effectiveness of these actions.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

OCCC offers two-year degrees that are consistent with standards in Oregon and nationally. The Associate of Arts Oregon Transfer (AAOT) degree requires general education across a range of distribution requirements to prepare students to transfer to a baccalaureate institution, and Associate of Applied Science (AAS) requires 16 credits of general education for direct entry into the workforce.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

The Instructional Leadership Team, which includes a large number of faculty, ensures that classes and programs have appropriate breadth and depth. Final approval of curriculum at the local level rests with College Council, which also includes faculty stakeholder representation. Admission and graduation requirements are published in the Catalog and on the College website. Faculty members at OCCC assess, implement, and revise the curriculum through the existing curriculum approval process in concert with PCC. Faculty members also participate in the hiring of new faculty.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The Librarian actively works to build relationships with faculty to support student learning and provide relevant resources to address instructional program needs. Students and faculty expressed satisfaction with the support and collaboration provided by the library staff. In a survey administered Fall 2017, 59% of faculty respondents indicated that they integrate library resources into the learning process each term. The library is seen as a valued partner in the curriculum development process.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

OCCC students can receive credit through prior learning through examination, portfolio evaluation, and evaluations of performance. While plainly an attempt to enhance student mobility and efficiency in time-to-degree, the College is approaching it in a systematic way to ensure consistency with its expected learning outcomes. Furthermore, the Credit for Prior Learning policy included in the College Catalog limits credits earned through prior experiential learning to 25% of those needed for a degree or certificate.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

OCCC has robust policies surrounding acceptance of transfer credit. Procedures ensure that credit accepted from other regionally accredited institutions is of high quality and relevant to OCCC degree programs. The guidelines and criteria for awarding transfer credit are clearly published in the Catalog. Outside of the Educational Services Agreement with PCC, OCCC has

established specific transfer and articulation agreements with a variety of other private, public, and out-of-state institutions serving OCCC students in particular. The Educational Services Migration Plan includes detailed planning for the College to train its own staff to evaluate credit and develop independent transfer policies.

UNDERGRADUATE PROGRAMS

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

OCCC meets the requirements for general education credits and discipline distribution within its transfer and career degree programs, and it meets Standard 2.D.9 through embedded instruction in the required disciplines within its certificate offerings.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

Currently OCCC has adopted the six institutional core outcomes developed by PCC to serve as the basis for the general education learning outcomes for its transfer associate degrees. PCC has taken steps to develop indicators for each institutional core outcome and mapping matrices that show the extent of alignment between the learning outcomes of a course and the institutional core outcomes. Faculty are currently exploring future comprehensive institutional learning outcomes specific to OCCC. As they engage in this work, they will also need to engage in the development of processes that demonstrate the assessment of those institutional core outcomes and the relationship of those outcomes to the specific learning outcomes of the programs offered.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded

within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

OCCC has adopted the Standards for Related Instruction developed by PCCC, which requires that any certificate programs of 45 credits or more must include a recognizable body of instruction in program-related areas of Computation, Communication, and Human Relations, in compliance with NWCCU Standard 2.C.9. This instruction is met either through stand-alone coursework required for the certificate or through embedded instruction in the program. In Associate of Applied Science degrees, 16 credits of general education is required through coursework in the disciplines. In programs that meet related instruction requirements through embedded instruction, program faculty set instructor qualifications for teaching CTE courses with embedded related instruction.

GRADUATE PROGRAMS

2.C.12 – 2.C.15

OCCC does not offer graduate programs.

CONTINUING EDUCATION AND NON-CREDIT PROGRAMS

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

OCCC offers credit and non-credit continuing education through its Small Business Development Center (SBDC), Community Education office, and Basic Skills office. Current continuing educations offerings do align to the institutional mission and core themes. For example, small business counseling workshops and a small business management certificate provide educational pathways for minority business owners, while a series of workshops for jobseekers help students succeed in their transition to the workforce.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

The academic quality of continuing education is assured through a process of curriculum development that establishes student learning outcomes for each continuing education class

and assess student achievement of those outcomes through pre-tests and post-tests, student evaluations, and advisory group meetings where appropriate.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

OCCC does not grant CEU credit at this time.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Records related to non-credit instruction are maintained in OCCC's information management system (SharkNet), compiling the same information that is collected for credit instruction—enrollment, individual student records, course outlines, and contact hours. Course outlines that include learning outcomes for all non-credit courses are housed in the Office of Instruction.

Student Support Resources

2.D.1 - Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

OCCC provides students with a modern, well-designed, and well-maintained physical environment. The buildings provide an effective learning and working environment for students and staff. A host of programs and services that support student learning are accessible and inviting to students. Services are centralized and welcoming to all who enter. Electronic systems such as AVISO and Canvas further enhance the quality of the learning experience for all students. Additionally, descriptions of support services are available for review within numerous publications to include, college catalog, student handbook and OCCC website.

2.D.2 - The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

OCCC makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Buildings are monitored by closed-circuit cameras and access to buildings is controlled by a security key card system.

Most classrooms are equipped with internal thumb-lock deadbolts and emergency call boxes that allow those inside the classroom to call security dispatch for emergency assistance. First aid kits and fire extinguishers are in accessible locations and Automatic Defibrillator units are also available at each facility.

The college provides timely notifications, warnings and alerts of immediate threats to the safety and welfare of students, staff and visitor to campus. Emergency communications systems used to inform the college community include the public-address system, website, electronic message boards, phone messaging, email, FlashAlert, and social media. Crime statistics for its three locations are published on the OCCC website and are also available upon request from the Office of Facilities and Public Safety.

The evaluation committee found evidence that OCCC is compliant with how it currently reports Crime statistics in accordance with the Jeanne Clery Act. However, to fully comply with the Clery Act, every accredited institution must also publish an annual security report containing safety-and security-related policy statements and crime statistics. In addition, it must also distribute that annual report to all current students and employees. There was no evidence that such a report had been published and distributed to OCCC students and employees. In preparation for independent accreditation, OCCC should develop and publish an annual security report.

2.D.3 - Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Consistent with its mission, core themes, and characteristics, the evaluation committee found solid evidence that OCCC recruits and admits students with the potential to benefit from its education offerings. With the creation of the Navigate Program, the College has been able to provide greater focus to ensuring that prospective students receive clear and detailed information about the opportunities available to them at OCCC. Once admitted, students are appropriately oriented to the college and required to participate in mandatory advising most quarters.

2.D.4 - In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

In accordance with the process established by the Oregon Department of Community Colleges and Workforce Development (CCWD), OCCC is prepared to address program elimination and significant changes in program requirements as it relates to the impact on students enrolled in such programs.

2.D.5 - The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

a) *Institutional mission and core themes;*
b) *Entrance requirements and procedures;*
c) *Grading policy;*
d) *Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;*
e) *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;*
f) *Rules, regulations for conduct, rights, and responsibilities;*
g) *Tuition, fees, and other program costs;*
h) *Refund policies and procedures for students who withdraw from enrollment;*
i) *Opportunities and requirements for financial aid; and*
j) *Academic calendar.*

OCCC has published a college catalog and student handbook which are reasonably available to students and other members of the community. A review of both publications provided evidence of current and accurate information that included but was not limited to items a) through j).

2.D.6   Publications describing educational programs include accurate information on:
   a) *National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;*
   b) *Descriptions of unique requirements for employment and advancement in the occupation or profession.*

The OCCC catalog and website includes information on course descriptions; learning outcomes; course sequencing; application processes; national and state eligibility requirements for licensure and entry into the careers related to OCCC degrees and certificates.

2.D.7 - The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

OCCC is compliant with the Family Educational Rights and Privacy Act (FERPA) and the privacy policies of Portland Community College regarding the release of student information and, therefore, has no directory information. As a result, students who wish to have any information from their student records disclosed to a third party must submit a signed release of information form. Release of information forms submitted by students are scanned and saved to a secure network drive. The OCC data management system (SharkNet) allows student records to be viewed only by authorized users.

2.D.8 - The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

OCCC provides financial aid to students via two complementary tracks: institutional aid, and federal financial aid. Per the Educational Services Agreement with Portland Community College, OCCC follows PCC's financial aid policies and procedures for federal financial aid. The OCCC Financial Aid web page appropriately informs students about the financial aid application process and deadlines. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is clearly posted and easy to understand. Despite the fact that students receiving federal financial aid are provided access to the PCC student portal, myPCC, there was no evidence to suggest this has hindered access for students.

Institutional aid is managed by the OCCC Foundation, and a scholarships web page appropriately informs students about the scholarship aid application process and deadlines. Awards range from $1,000 to $4,500 and can be used to pay for tuition, fees and textbooks at OCCC. Funds associated with the institutional aid are appropriately incorporated into the student's financial aid package in the same manner as other types of outside funding

2.D.9 - Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

OCCC adheres to all of Portland Community College's financial aid policies and procedures including repayment obligations. OCCC financial aid recipients who are borrowers must complete the Department of Education's online Loan Entrance Counseling annually. Graduating students who received assistance through the Direct Loan program complete the Department of Education's online Exit Counseling or are mailed the exit interview packet. Because of the Educational Services Agreements, OCCC students are integrated into the PCC's loan default rate.

OCCC has drafted an Educational Services Migration Plan that includes a detailed Separation Plan for Federal Financial Aid, developed in consultation with Portland Community College .

2.D.10 - The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Advising requirements and responsibilities are defined, published and made available to students in the student handbook as well as on the advising webpage. Academic advising at

OCCC is mandatory for all students. SharkNet is the data management system advisors use to manage each student's advising session and future sessions. OCCC has two highly qualified, experienced academic advisors who provide academic guidance to all certificate/degree-seeking students. One advisor is a member of the National Academic Advising Association (NACADA) and the other is member of the National Career Development Association. The advisors meet bi-weekly with their dean to informally assess the strategies and interventions necessary to promote student success.

2.D.11 - Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

Co-curricular activities at OCCC are consistent with the institution's mission, core themes, programs, and services. Currently, there are six active student organizations and clubs, to include the Associated Student Government (ASG). Evidence of student led programing include such things as the Red Cross Blood Drive, Project Homeless Connect, Foster Teen Holiday Drive, and the PTK/Library used book sale.

2.D.12 - If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

OCCC operates only one auxiliary service known as Your College Store (YCS). The campus is distanced from local services so YCS functions as a convenience story by providing reasonably-priced access to food including hot lunch specials, fresh fruit, fresh packaged goods, a salad bar and a variety of beverages. YCS also serves as the college bookstore and provides access to basic school supplies and logo items throughout the year.

2.D.13 - Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Intercollegiate athletics is currently not offered at OCCC. The Associated Student Government (ASG) does have a budget. The Chief of Finance and Operations provides appropriate support and guidance with the ASG Treasurer to ensure compliance with College and state requirements of the ASG budget. ASG officers are eligible for a tuition waiver for four credits per term. Funds associated with the tuition waiver are appropriately incorporated into the student's financial aid package in the same manner as other types of outside funding.

2.D.14 - The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for

distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

OCCC employs a single sign-on system providing students with access to their learning management system (Canvas) by first signing in to the MyOCCC portal. The MyOCCC portal is also used by students to enroll in classes, check course schedules, graduation plans, and financial aid. To protect student privacy and maintain the academic integrity of web-based and web-enhanced courses, students must sign in to MyOCCC using their student ID and password. When students sign in to MyOCCC the first time, they are required to change their default password.

The learning management system (Canvas) also provides safeguards to ensure the integrity of student work. Faculty can set the release date and time allotted for quizzes and exams, make correct answers available after the exam has closed, design exams to draw randomly from a test bank, and limit access to exams to computers for specific Internet Protocol addresses.

Library and Information Resources

2.E.1 - Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

The library houses a print and media collection with an appropriate level of currency, depth and breadth to support the College's mission and programs. The collection is supplemented by access to holdings of three public and two college libraries in the Chinook Libraries Network. The consortium provides courier services to route physical materials between OCCC's central campus, and north and south centers, and other member libraries. The library also leverages statewide database licensing arrangements to provide high quality electronic resources to meet program needs.

2.E.2 - Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

The library surveys students annually. Feedback is used to inform decisions about library services and resources. Recent examples include creating a Team Lab for group work and using library funds to purchase graphing calculators for the reserve collection. The Librarian regularly consults with faculty and program managers to guide collection development decisions, as well tracking usage trends through local and consortium-generated statistics.

2.E.3 - Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The Library Assistant provides "ready reference" service to students, faculty and staff. The Librarian holds reference hours during the lunch hour three days a week at the Newport campus. The Librarian spends six hours at the North County Center on Thursdays to provide direct service to students and faculty.

Information literacy instruction is a key element of OCCC's Library mission. A one-credit, online Library Research class is offered each quarter. Partnering with Writing faculty, the Librarian co-chairs an Information Literacy Team that works on projects to strengthen information literacy in research writing courses. Information literacy appears to be strongly integrated in Writing courses utilizing an embedded librarian model. Faculty in other disciplines did not report active collaboration with the librarian in courses with research-based assignments. Faculty expressed satisfaction with the resources provided by the library, and with the "one-shot" instruction sessions introducing students to database searching and library resources.

2.E.4 - The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The Librarian uses circulation data and electronic resource usage data to assess the utilization, adequacy and quality of library materials.

Financial Resources

2.F.1 - The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Oregon Coast Community College (OCCC) is financially stable and demonstrates that by ensuring a balance budget plan and by setting prudent level of reserves. The college has set a contingency reserve at 15% as directed by its Board. Within two years, it has also doubled its reserve fund from 2% to 4%.

The college uses conservative fiscal management strategies to maintain solvency. The College follows State of Oregon statutes to ensure funding sources are in place to cover its long-term obligation. It has carried appropriate insurance coverage to manage risks.

The college follows its policy in investing its cash and in ensuring timely deposits of funds. Budget planning includes reasonable projections of state funding allocations, enrollment trends and county property taxes. Ongoing evaluation and review of the financial plan occurs monthly with its board.

The evaluating committee is concerned that this fiscal management practices, if not delineated into formal policies and procedures may not be sustained over time. They include setting of reserve and risk management.

2.F.2 - Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The college has a sound resource planning and development that provides for realistic financial assumptions in setting its annual budget plan. Revenue projections are set conservatively with state funding allocation, enrollment trends for tuition and fees, and county property tax projections. Expenditures are then planned based on the availability of these sources. The College is mindful about the volatility of fund sources and follows financial practices that are prudent. For instance, it avoids the use of one-time monies for ongoing operational expenses and grant opportunities are pursued only with a plan for sustainability.

2.F.3 - The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

The State of Oregon Local Budgeting Manual based on Oregon Revised Statute 294.305 to 294.565 guides the OCCC's financial planning and budget development. In preparing its operating budget, the department budget managers, the Chief Financial Officer and the College President propose an initial budget plan. The proposals are prioritized and finalized for approval by the College's Executive Team with input and feedback from the campus through budget forums and department meetings. The president then presents the proposed budget to a Budget Committee, consisting of board and community members through a public meeting, where further input about the budget can be provided. Once approved, the budget is available to staff. The budget status and any adjustments are presented to the board monthly.

2.F.4 - The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

OCCC ensures timely and accurate financial information through the use of its College's Enterprise Resource Planning application called SharkNET. The latter follows generally

accepted accounting principles as mandated by ORS 708A.555. As part of a five-college consortium, OCCC is now pursuing the replacement of SharkNet with a commercially available cloud-based ERP.

The College is audited annually which includes a review of its design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements. Results of the FY 2016 audit is an unqualified opinion on the fair presentation of its financial statements. It also included one matter involving the internal control structure and its operation that was considered to be a significant deficiency under standards established by the American Institute of Certified Public Accountants. This deficiency relates to the limited structure of support for SharkNET. The College is already pursuing a new ERP to correct this deficiency.

2.F.5 - Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The college has successfully implemented its facility master plan (FMP) with a financing plan that includes local bonding approval in 2004. This resulted with its new facilities built from 2007-2011. The recent changes in Core Themes was followed with an update to its FMP. This resulted in the $8 million state capital construction fund approval for a new building. The funding is part of the State's Higher Education Coordination Commission (HECC) capital proposal presented to the state legislature. The state funding requires local matching for at least a similar amount. The College is now developing a plan to secure matching funds for the building plus total cost of ownership, equipment, furnishings, and operation of new facility. This plan may include the availability of grants, donations and another bond levy.

The College periodically review its debt service on its capital outlay. The 2004 approved bond levy supports its debt service which is recorded and reported based on the State's local budgeting manual.

2.F.6 - The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The college's auxiliary services is the college Bookstore. The bookstore financial operation is maintained in a separate fund. Although, there is no formal policy or guideline in place in the use and support of auxiliary services from the general fund, the college's financial plan includes contributions to and from these services. These financial plans are presented to the Board for approval.

The College is concerned that the relationship of its general operations with its bookstore, if not delineated into formal policies and procedures may not be sustained over time.

2.F.7 - For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

OCCC undergoes an annual audit performed by an external, independent auditor. Results of the audit, including the most recent management letter report of internal control deficiency are presented to the College executive team and the Board of Education. The presentation included appropriate and timely responses and corrective actions.

2.F.8 - All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

The college's fundraising activities are coordinated and conducted through the Oregon Coast Community College Foundation. The foundation, as a 501 (C)(3) tax-exempt organization, adheres to the college's ethical standards and related federal and state regulations. The board of education and the foundation board of directors have signed a formal written agreement to guide the relationship between the foundation and the college. The Director of Advancement (DOA) *areas of responsibility include the oversight of Oregon Community College Foundation (with guidance of the OCCC Foundation Board), and Advancement functions of the College, including grants , marketing and community relations. THE DOA reports to the President and is a member of the Oregon Coast Community College Executive Leadership Team.* An annual audit of the foundation operations are performed by an external independent auditor.

Physical and Technological Infrastructure

Physical Infrastructure

2.G.1 - Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

OCCC has successfully implemented the building and development plans of its facility master plan from 1998 (with a 2008 addendum) with comprehensive capital projects from 2007 to 2011. These developments provided accessible, safe and secure campuses. The new buildings met LEED silver standards ensuring sustainable energy efficiency and effective indoor air quality systems.

These developments provided college services in Newport (Central Campus), Waldport (South Center) and Lincoln City (North Center). All three properties has ample land capacity to expand for future developments. The Central Campus in Newport serves as the

main campus with centralized student support and a new Aquarium Science building. The North and South centers are strategically located near local high schools. Programs in all locations are based on local community needs.

These facilities are compliant with Section 504 of the Americans with Disabilities Act (ADA) requirements. OCCC incorporates safety and emergency preparedness items into most of its campus facilities both inside and out. Campus training using Safe College training modules and practice drills are regularly scheduled and available to faculty and staff. A constituency-based safety committee provides a venue for coordinating improvements to safety issues. The College intends to expand the committee to include representatives from students. Further, the College is pursuing resources necessary to build a behavioral intervention capacity for faculty, staff and students.

The 2017 addendum in the FMP provided for the development of a new building called Workforce Education and Resiliency Center. This resulted in new state capital construction funding recently approved by the State Legislature. Planning is underway for financing and development of this new Center.

2.G.2 - The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The campus maintains procedures on Hazardous Materials and Waste Plan that comply with federal and state mandates. This plan is included in the facility emergency response and continuity of operations plan. The plan is readily accessible in key areas such as laboratories and plant operations. In addition, the College has adopted an Integrated Pest Management plan.

2.G.3 - The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

The College's facilities master planning document was updated in 2017 and 2008, building on the comprehensive master plan of 1998. The updated plan continues on the capital initiatives of the college and aligns with its latest strategic master plan. It serves as a basis for grant requests and capital funding. The implementation of the master plan and its capital budget plan is regularly reported to the Board.

2.G.4 - Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Recent campus developments have augmented the acquisition or replacement of equipment needs for the College. OCCC is establishing in its budget planning, appropriate

replacement of equipment. A new facility management application called Schooldude provides an inventory management for heavy equipment and monitors its preventive maintenance needs.

A Technology Replacement plan has been developed to ensure that technology equipment and systems are replaced on a cycle, extending use of older machines appropriately. The College supports its students, faculty and staff with functional computer labs and majority of classrooms are now equipped with smart classroom tools. The College applied for a grant to upgrade classroom technology lecterns. Given the proximity of the different campuses, a new video conference tool has been adopted with mobile audio visual capacity.

Technological Infrastructure

2.G.5 - Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

The campus has appropriate and adequate technology support system and infrastructure to fulfill its mission. First, the only Information Technology support staff/manager has appropriate credentials, related experiences and strong institutional knowledge to support applications and technology services. This position is augmented with student workers and contract support and services.

To guide its technology investment, a constituency based committee called WAG TAG guides the IT manager's deployment of technology services. The committee also monitors the implementation of technology plan resulting from the 2014 assessment and gap analysis. This includes the migration to Windows 10, the deployment of Integrated Office 365 and MS Active Directory. The college has a disaster recovery and business continuity plan that includes appropriate backup of application systems and data.

2.G.6 - The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The college offers its faculty, staff and students a variety of ways to use and adopt technology services in teaching and learning. The IT manager provides primary support, workshops and training. The campus also provide online training and learning and support for Canvas, its LMS. Students, faculty and staff reported to have adequate technology resources and support.

2.G.7 - Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

A 2014 comprehensive gap analysis of technology capacity was sanctioned by the College president. This analysis included an inspection of technology infrastructure and an inquiry of campus satisfaction for technology services. This resulted in the 2014 technology master plan which guided technology investments since 2014. In support of this implementation, the IT manager seeks input and feedback from the All Managers Group and from a constituency based advisory group.
In addition, the College collaborates with other colleges in leveraging technology application capacity that would bring enterprise solutions for student management and business core support. This includes the adoption of Canvas, the upcoming procurement for a new ERP or the most recent investment in ZOOM for video conferencing capacity.

2.G.8 - The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

OCCC maintains and updates technology refresh and replacement plan. Deployment of this plan relies on the operating budget and other sources, including grant application as appropriate. The IT manager established a Technology Replacement plan that was shared with the Junior Executive Team.

Technology is a key resource for the College as it continues to expand its program and offerings to the community. The team encourages the College to periodically update its Technology Master Plan as part of its integrated planning.

Planning and Implementation

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

Institutional Planning

3.A.1 - The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

OCCC takes planning very seriously and has established inclusive procedures that have resulted in institutional plans that lead to the fulfillment of the college's mission.

3.A.2 - The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

The college has developed processes that involve all faculty, staff and students as meaningful participants in planning.

3.A.3 - The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

For an institution of modest size, OCCC has gathered and utilized meaningful data are analyzed as part of establishing its mission fulfillment.

3.A.4 - The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

Resource allocation is informed by the college's plan and assessment of priorities.

The evaluation committee found the planning processes of OCCC well exemplified by two plans detailed in the OCCC report on pgs. 158 -161.

The first chart from their report details the budget planning process and illustrates both the inclusiveness and the data driven nature of the process:

Time	Activity	Responsible party	Engagement
Dec-February	Develop initial budget assumptions for revenues and costs	President and Chief of Finance and Operations (CoFO)	
Dec-March	Work with faculty and staff to determine and prioritize needs. (Using budget worksheets, projected area budgets are developed)	ET	Staff, Faculty
February	Budget forums are held with staff and students to provide the campus community with fiscal information, budget assumptions, and legislative updates and give them opportunity to provide input and comment	President and CoFO	Students, Staff, Faculty
February Board Meeting	Consideration of Tuition and Fees	Board of Education (BOE)	Public Meeting
March	Identify strategic priorities using Core Themes & Big Five Frameworks.	Executive Team (ET)	

Time	Activity	Responsible party	Engagement
March-April	Project grant opportunities where relevant	ET and CoFO	
April	Budget worksheets compiled to a College-wide draft master budget	ET and CoFO	
April	Review and refine draft master	President and CoFO	
April	Review draft master to understand available resources and make funding recommendations for planning priorities.	President and ET	
April-May	Await final state Oregon Community College Support Fund funding decisions (especially in odd-numbered years, due to Oregon Legislative session schedule)	All	
May	Public Notice Budget Hearing	CoFO	
May	Finalize budget assumptions	President and CoFO	
May	Reconciliation of draft master	President and CoFO	
June	Finalize proposed budget for presentation to the Budget Committee	CoFO	
June	Budget Committee (BC) hold Hearing and Meeting(s) President presents Budget and Budget Message to Budget Committee Discuss and potentially revise BC recommends budget to the BOE.	Seven Board of Education directors with seven appointed community members	Public Meetings
June	Budget Adopted	BOE	Public Meetings
July	Budget Published	CoFO	

The second exemplary planning process is the Enrollment Planning process, which is inclusive, and data driven and includes the identification of strategies and an assessment

of resource requirements over the course of more than a decade (the highlighted text is from the OCC report):

Enrollment Planning

[A primary strategy for the College is to] "pursue aggressive enrollment growth to better meet the needs of Lincoln County. The state funding distribution model for community colleges included a growth management component (approximately 5%) and a plan was needed to ensure growth for OCCC would not lead to fiscal instability." [The OCCC plan included:]

- Increase retention and completion of all students.
- Increase utilization rate of all three sites (North, Central, South).
- Add high-demand, cost-effective career technical education (CTE) programs of study tied to local employment and/or unique local resources such as Oregon State University's Marine Studies Initiative.
- Increase breadth of AAOT offerings at Newport and Lincoln City, with transfer tracks such as

Business and STEM (connect with OSU MSI).
- Robust programming with the Lincoln County School District (K-12) to accelerate early college and increase the number of high school graduates who choose OCCC.
- Equity and inclusion initiatives with those underserved by OCCC, close achievement gaps.
- Increase partnerships with baccalaureate degree-granting institutions to bring additional higher education opportunities to Lincoln County
- Workforce education and community education will likely grow to be an additional key focus of the college.

This planning framework has guided expansions in outreach, programming and retention services and has been supplemented with tactical and operational plans as needed.

Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Mission & CT	Functional or holistic discussion	4 CT	4 CT review	Final: Stu Success Educ. PW	Stu Success Educ. PW	Stu Success Educ. PW	Stu Success Educ. PW	Stu Success Educ. PW	Review mission & core themes	Implement changes
CT Objectives	Concept introduced	Discussed, V1 adopted	Discussed	Revised CT final adopted	Implement	Continue	Continue	Continue	Review	Continue
CT Measures	Concept introduced	Develop options	Narrow options	Review for 2 CT	Establish	Continue	Continue	Continue	Review	Continue
Engagement re CT & Mis. Flfmnt	Focus groups CCI BOE	CCI ET BOE	CoCo ET BOE	Eq & Inc CoCo, ILT, ET, BOE	CT Teams? CoCo, ILT, ET, BOE	CT Teams Eq & Inc CoCo, ILT, ET, BOE	CT Teams Eq & Inc CoCo, ILT, ET, BOE	CT Teams Eq & Inc CoCo, ILT, ET, BOE	CT Teams Eq & Inc CoCo, ILT, ET, BOE	CT Teams Eq & Inc CoCo, ILT, ET, BOE
Link Planning & Budget	Status quo 15% resv	Budget process imp. 15% resv SIF	Budget process imp. 15% resv SIF, CF	Pilot for 18-19 15% resv SIF, CF	Scale up 15% resv SIF, CF App T'sSIP	Continue Review & Improve	Continue	Review	Continue	Review
IR/Data Capacity	.5 FTE in-house	.5 FTE in-house	.5 FTE in-house	LBCC OIR	LBCC OIR	LBCC OIR	LBCC OIR	LBCC OIR	LBCC OIR Review	LBCC OIR?
ERP	Sharknet	Sharknet	Sharknet	Sharknet, Issue RFP	Sharknet New system	Sharknet? New	New	New	New	New
Institutional & Student Assessments	ATD GISS SENSE CSSE IPEDS ENROLL COMPL	ATD IPEDS ENROLL COMPL	ATD GISS IPEDS ENROLL COMPL	VFA ICAT ATD CCSSE 2016 Bench ENROLL COMPL	VFA, ATD SENSE CSSSE GISS Climate Sur. ENROLL COMPL	VFA ICAT ATD? ENROLL COMPL	VFA GISS Climate ENROLL COMPL	VFA ICAT SENSE/ CSSSE ENROLL COMPL. Climate	VFA GISS ENROLL COMPL	VFA ICAT ENROLL COMPL
Program Review (& SLO)	CTE	CTE	CTE	CTE Plan for LDC	CTE Math/Sci Library Plan for non-instruc.	CTE LDC ABS Academic Services Finance	CTE LDC Ops IT, Fac, PS Student Services	CTE LDC Remaining non-instruc.	Continue 5-year cycle for all	Continue 5-year cycle for all
Capacity & assume Educational Services contract	Shared Governance/ Cur. Pt. I; Registrar Pt 1 – ESM	Registrar Pt. II –ESM/ Registrar	Library; Fin Aid. Pt 1	Fac structures for Academic Services	Academic Policies/ Fac Quals R2T4	Academic Services/ Curriculum Office	Fin Aid Registrar/ Records	All services, in parallel where req.	End PCC contract All services ind.	
NWCCU	24 ER report IGA w/ PCC approved	Yr. 7 w PCC File for Applicant Applicant status		SER for Candidate Annual Report Candidate?	Annual Report	Mid-Cycle Annual Report	Annual Report	SER for Independent Annual Report	Year 1 Annual Report	

3.A.5 - The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

There is appropriate planning for emergencies and contingencies.

Core Theme Planning

Core Theme 1 - Student Success and Core Theme 2 - Educational Pathways

Note: Core theme planning has been conducted in a comprehensive manner and as a result the development and depth of the two themes are for all practical purposes identical. This report will address the core themes jointly.

3.B.1 - Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Core theme planning has been conducted within the Five Big Ideas framework, but the relationship of the Core Themes to that framework and how the Core Themes work in conjunction with it to define mission fulfillment is not entirely clear. Draft sub-objectives have been established that provide assessable indicators which in turn are consistent with the College's definition of student success, although thresholds of minimum acceptable performance have not been identified. The establishment of these thresholds is essential so that the College can then define an all-encompassing core theme attainment that collectively leads to mission fulfillment.

3.B.2 - Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

There was an intentionality in the selection of programs and services that support the Core Themes, but evidence of a consistent planning process for their required elements that insures alignment with the achievement of core theme goals was not apparent.

3.B.3 - Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Data collection takes place at the College from multiple sources. Specific data sets and related definitions have been identified using information from Achieving the Dream, IPEDS, the Voluntary Framework of Accountability, and the various other institutions with which

the College has been affiliated. However, the analysis of that data as related to the Core Themes has been limited to the establishment of benchmarks. The role of data analysis in planning for programs and services was not clear.

There are, however, some examples that provide evidence that OCCC has embraced the planning process with respect to the core themes. Although OCCC's student population has grown over past years, the size of the student population remains comparatively small and the student statistical data is disparately impacted by modest changes in the local economic conditions. As a result of the small "n's" the data tends to have some statistical artifacts (eg. In the years the graduation rates have been up, the transfer rates have been low. In the years the transfer has been high, the graduation rates have been low.) The problem has been compounded by the fact that the students seeking credit are currently students of Portland Community College and the OCCC data must be disaggregated before it can be analyzed. After members of the evaluation committee discussed this issue with the president, the chief academic officer and the chief student affairs officer, the committee felt that there was sufficient data to conclude that the rates in recent years are close to 25% for graduation and 30% for transfer. OCCC presented Voluntary Framework for Accountability data for 6 year outcomes for the 2010 credential seeking cohort of 41% graduation (students earning a degree or certificate, some of whom went on to transfer) and 33% transfer without earning a degree or certificate at OCCC.

To be clear, OCCC has not used the their size as an excuse for the somewhat incomplete current data. They have recently contracted with Linn Benton Community College to assist with data collection and analysis and at the end of each term they are calling every student who was enrolled the previous semester to identify what the student is planning for the following term Their cohort programs, like nursing, are being tracked closely and the rates of graduation are very high. The current rate of graduation for that Nursing is in excess of 92%. The college is developing programs and emphases, that can largely be taught by existing faculty or readily available adjunct faculty, to respond to local needs. Recent examples of this community responsiveness include:
- Expanding the Emergency Medical Services offerings by developing an Advanced Emergency Medical Technician Certificate of Completion (CC)
- Partnering with the Lincoln County School District to develop an Early Childhood Education Program.
- Expanded programmatic offerings in Business by adopting PCC's Associate of Applied Science (AAS) Degrees and less that than one-year certificates to the existing transfer pathway. The following degrees and certificates were added in Fall 2016:
    - Associate of Applied Science Accounting
    - Entry Level Accounting Clerk Career Pathways Certificate
    - Accelerated Accounting Less Than One Year Certificate
    - Associate of Applied Science Administrative Assistant Degree
    - Administrative Assistant: Business Office Assistant Career Pathway Certificate
    - Administrative Assistant: Computer Software Fundamentals Career Pathway Certificate

■ Administrative Assistant: Administrative Support Career Pathway Certificate

As these new offerings have been adopted, other programs that have proven to be less attractive to the community have been eliminated.

CONCERN: The institution should finalize core theme sub-objectives, indicators, and thresholds for achievement, use the results of assessment to improve institutional programs and services, and include the achievement of core theme indicators as a component of mission fulfillment. Standard 3B, 4A, 4B, 5A.

RECOMMENDATION: The institution should finalize core theme sub-objectives, indicators, and thresholds for achievement, use the results of assessment to improve institutional programs and services, and include the achievement of core theme indicators as a component of mission fulfillment. Standard 3B, 4A, 4B, 5A.

Core Theme Planning, Effectiveness, and Improvement

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

Oregon Coast Community College has identified Student Success and Educational Pathways as its core themes. Core theme planning has been conducted in a comprehensive manner and as a result the development and depth of the two themes are for all practical purposes identical. An analysis of these themes is provided below.

Evidence of how these indicators are used to determine specific programs and services was not provided, but the institutional commitment to student success was apparent during interviews with administration, faculty and staff.

Student Success and Educational Pathways

Assessment

4.A.1 - The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

Data collection takes place at the College and from multiple sources. Standard quantitative data is collected from OCCC and historically from the various other institutions with which the College has been affiliated, but there is no evidence of a comprehensive plan to gather data relative to measurable sub-objectives of the Core Themes; a conspicuous omission is the lack of a clear objective related to program- and course-level student learning outcomes

4.A.2 - The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

The Nursing, Nursing Assistant, Emergency Medical Technician, Medical Assisting Programs engage in robust program evaluation through compliance with their professional accreditation processes. The Aquarium Science program works closely with a National Visiting Committee on an annual program evaluation. The CTE Business program complies with a less robust internal review process. Math faculty and others regularly engage (via Math Maniacs) in rigorous analysis of Math course and sequence outcomes.

The remaining programs (all are general education) offered at OCCC are sponsored by PCC and the College has extremely limited control over program content. PCC conducts comprehensive program review on those programs, and OCCC faculty currently rely upon this system of evaluation. The College's Educational Services Migration Plan and Assessment Plan establish a timeline to assume curricular oversight and assessment of these remaining disciplines.

4.A.3 - The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

While the Core Theme Educational Pathways reference Student Learning Outcomes, no sub-objectives or thresholds have been articulated, and learning outcomes are not addressed at all in the Student Success Core Theme.

Course Student Learning Outcomes are documented on each class syllabus. As described in 4.A.2, Faculty in CTE programs and Math are regularly engaged in the evaluation of student achievement of learning outcomes. Individual faculty in other disciplines do informal, ad hoc assessments of student achievement relative to Learning Outcomes, and the Math Maniacs do robust work on the discipline level aligning Course Learning Outcomes to Core Themes, but no comprehensive review is conducted. Plans to extend more formal review to the remaining disciplines are in the notional stage. Until the work of developing college wide outcomes that tie to program and course level outcomes has been completed, the institution is unable to adequately address student learning relative to mission fulfillment.

4.A.4 - The institution evaluates holistically the alignment, correlation, and integration of

programs and services with respect to accomplishment of core theme objectives.

Alignment of programs with the Core Themes is evaluated only on an informal basis; no comprehensive plan for program evaluation has been articulated. Currently, only Health Programs, Aquarium Science and Math conduct an annual review that could be leveraged for such an effort. The recent discontinuance of the Criminal Justice program was conducted within the limited shared governance structures that the College currently employs.The decision relied in part on a CTE Program Rubric, the use of which is embedded in the Educational Pathways core theme. Otherwise, the discontinuance did not appear to be made within the framework of the Core Themes.

4.A.5   The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

OCCC engages in evaluation of its institutional effectiveness at an operational level, and it engages in emergent practices that evaluate effectiveness at a more institutional level in terms of the comprehensive fulfillment of the mission of the College. The Five Big Ideas framework serves as a methodology to guide the College's strategic planning, but the relationship of the framework to the Core Themes remains unclear.

4.A.6 -The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

As no formalized assessment process has yet been established, no review of such a process has been conducted. Such a provision should be part of any planning for the assessment process.

CONCERN: The institution should finalize core theme sub-objectives, indicators, and thresholds for achievement, use the results of assessment to improve institutional programs and services, and include the achievement of core theme indicators as a component of mission fulfillment. Standard 3B, 4A, 4B, 5A.

RECOMMENDATION: The institution should finalize core theme sub-objectives, indicators, and thresholds for achievement, use the results of assessment to improve institutional programs and services, and include the achievement of core theme indicators as a component of mission fulfillment. Standard 3B, 4A, 4B, 5A.

Improvement

4.B.1 - Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

The College has not yet completed development of indicators of achievement for any of the sub-objectives of the Core Themes, so current assessments of programs and services are not based on these indicators. Planning, decision-making, and resource allocation are informed by the Five Big Ideas framework for strategic planning, the College's shared governance process, and only informally at the current time by the Core Themes. Most College constituencies seemed aware of the process surrounding assessment and decision making, and the capacity certainly exists to standardize these processes in compliance with standards.

4.B.2 - The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Except for the Health programs, no ongoing, systematic assessment of Student Learning Outcomes is currently being conducted; only sporadic assessment is completed by individual faculty. Future planning for comprehensive review of student achievement is ongoing.

CONCERN: The institution should finalize core theme sub-objectives, indicators, and thresholds for achievement, use the results of assessment to improve institutional programs and services, and include the achievement of core theme indicators as a component of mission fulfillment. Standard 3B, 4A, 4B, 5A.

RECOMMENDATION: The institution should finalize core theme sub-objectives, indicators, and thresholds for achievement, use the results of assessment to improve institutional programs and services, and include the achievement of core theme indicators as a component of mission fulfillment. Standard 3B, 4A, 4B, 5A.

Mission Fulfillment, Adaptation, & Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

Mission Fulfillment

5.A.1 - The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

The College demonstrated its commitment to institutional effectiveness. In 2014, it prepared a self-reflective, evidence based assessment of its capacity using the NWCCU standards. The gap analysis informed the path forward in prioritizing the capacity it needed to achieve independent status. This include an investment to the technology infrastructure, institutional research, data support and human resources. The same evaluation was followed in 2015 and in 2018, building on the milestones achieved while mindful of areas it needed to improve. Further, it adopted other appropriate assessment tools such as the ATD Institutional Capacity Assessment tool and the Voluntary Framework for Accountability. These assessments are campus wide endeavors which focus on ensuring continuous improvement on their goal to achieve their mission.

5.A.2 - Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

The visit revealed significant milestones OCCC has achieved to pursue its accreditation candidacy. The mission statement adopted in 2014 inaugurated a very purposeful path in its commitment to support students and the community of Lincoln County. The College identified core themes of Student Success and Educational Pathways as a manifestation of mission fulfillment. Objectives with indicators of success for each core theme have been identified and are measurable. Many planning and assessment efforts are in place or underway. These were accomplished with an all hands on deck culture from members of the Board, administrators, faculty and staff. Transparency and participatory commitment by the College reinforces a collaborative approach in equipping their students for success.

The College developed plans to strengthen its current efforts. The self-study, available exhibits and documents, and numerous conversations within the institution reflect the need to (a) align all institutional efforts to fulfill the mission through its current core themes, (b) refine the measures in support of each core theme and collectively, how these measures demonstrate that mission is fulfilled, (c) clarify roles and responsibilities and decision matrix within its shared governance structure, (d) ensure focused strategies with defined institutional priorities aka "Five Big Ideas Strategic Framework", and (e) use the results of various assessments for performance improvement.

CONCERN: The institution should finalize core theme sub-objectives, indicators, and thresholds for achievement, use the results of assessment to improve institutional programs and services, and include the achievement of core theme indicators as a component of mission fulfillment. Standard 3B, 4A, 4B, 5A.

Adaptation and Sustainability

5.B.1 - Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered

and however delivered.

OCCC has proven to be a viable, effective, and high-quality institution. Strong and effective leadership has served to steward the College through its candidacy application. The institution demonstrates that its operational scale is sufficient to fulfill its mission and achieve its core themes now and in the future as it continues to strengthen its capacity. While not immune to external factors and resource constraints, evidence suggest that OCCC strategic framework would positioned the College well into full independent status.

5.B.2 - The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

The College documents and evaluates regularly its integrated planning and operations to ensure its effectiveness in achieving its mission. While it is at its infancy stages in creating structures under an independent status, it has practice an introspective view of assessment results towards improvement. It is intentional in its use of capacity that will sustain its efforts in undertaking appropriate strategies.

5.B.3   The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

OCCC utilizes numerous resources to monitor its internal and external environments and demonstrates an ability to adapt as necessarily its mission, core themes, programs, and services to accommodate changing and emerging needs, trends and influences. However, there are some personnel policies and practices, such as faculty evaluation, that are not fully developed.

CONCERN: As the College transitions to independent status, it needs to refine appropriate structures in support of integrated planning that fully support mission fulfillment and opportunities for improvement of the organization.

Summary

OCCC is an institution that has a clear vision for its future, core themes by which to accomplish its mission, and a focused strategic framework to support its transition to independent status. Its core themes align well in equipping students for success (STUDENT SUCCESS) by providing EDUCATIONAL PATHWAYS to the Lincoln County community. Through the review of evidence presented, it is obvious the College places a great deal of emphasis on focusing its strategies within the Five Big Ideas Strategic Framework and on

defining its core themes, including meaningful core theme objectives and measurable indicators. Further, the institution presented to the Evaluation Committee evidence that the College places tremendous value on capacity building needed to improve on mission fulfillment.

The Evaluation committee noted the strong sense of community among faculty, staff, administrators and board members. It is clear that there is commitment to a shared goal of pursuing accreditation independent status on behalf of students and the community. This partnering philosophy permeated many areas of the College, from board members to students, and will serve to unify the institution as they collaboratively strengthen the College for the future.

The Evaluation Committee compliments the College in fostering a can-do attitude, focusing strategically in its actions and for creating and maintaining an infectious positive environment where employees and students can grow and flourish. From the Governing Board to the smallest department, it was shown over and over again during the Evaluation Committee's short visit that this is an institution that believes in its mission and is willing to work collectively in behalf of students' success.

The Evaluation Committee wishes to express our appreciation to the staff, administration, faculty, students, and trustees for the time and immense effort that was put into preparing, hosting, and providing limitless access to all areas of the College for our consideration and review.

Commendations and Recommendations

Commendations and Recommendations
The evaluators identified the following commendations and recommendations for further consideration by the Northwest Commission.
Commendations:
1.   The Evaluation Committee commends Oregon Coast Community College for its strong commitment to the students and communities in Lincoln County. The curriculum and facilities reflect an understanding of and investment in the future of this important region of the State of Oregon.
2.   The Evaluation Committee commends Oregon Coast Community College for its committed faculty, staff and administrators.
3. The Evaluation Committee commends Oregon Coast Community College for the collaborative relationships that have been developed with the K-12 systems in the communities that it serves. Of particular note is the Navigate program that helps to effectively bridge the transition between high school and college.
4. The Evaluation Committee commends Oregon Coast Community College for the development of its Math Maniacs cross-functional team in promoting student success and

excellence in math courses and pathways. In addition, this work serves as an effective example of core theme planning informing programs and services at the College.

5. The Evaluation Committee commends Oregon Coast Community College for capitalizing on the advantages of its scale by providing personalized attention to students and their individual needs.

6. The Evaluation Committee commends Oregon Coast Community College for its strategic resource planning and development that assures continuity of programs and financial stability by pursuing revenue opportunities that could be sustained over time and by its commitment in building prudent level of reserves.

7. The Evaluation Committee commends Oregon Coast Community College for the thoughtful design and construction of its new campus and the centers that are welcoming, functional, and student- and community-centered.

8. The Evaluation Committee commends Oregon Coast Community College for the North County Center, which provides robust access to services and opportunities for residents of North Lincoln County in service of the college mission.

Recommendations:

1. The Evaluation Committee recommends that the College finalize core theme sub-objectives, indicators, and thresholds for achievement, use the results of assessment to improve institutional programs and services, and include the achievement of core theme indicators collectively as a component of mission fulfillment. Standards 3B, 4A, 4B, 5A.

2. The Evaluation Committee recommends that the College fully adopt, publish, review and adhere to policies and procedures for key financial planning and fiscal operations. This should include the setting of reserve policy, risk management practices and operational support to its auxiliary services. Standards 2.F.1, 2.F.6.

3. The Evaluation Committee recommends that the College incorporate the achievement of Student Learning Outcomes, such as Program Learning Outcomes (PLOs) and College/Institutional Learning Outcomes (CILOs), more centrally into core theme planning. Standards 4.A.3, 4.A.4, 4.A.5, 5A.

4. The Evaluation Committee recommends that the College regularly evaluate all areas of the institution, including constituents' roles and responsibilities, the institution's shared governance and decision-making policies, procedures, and processes. Standard 5.B.2, 5.B.3.

5. The Evaluation Committee recommends that the College clarify its definition of mission fulfillment through the accomplishment of core themes objectives while distinguishing College efforts around strategic priorities ("Five Big Ideas") as a means of achieving its core theme objectives. Standard 5