



# Initial Candidacy Self-Evaluation Report

February 14, 2018

Prepared for the Northwest Commission on Colleges and Universities

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SUBMITTED FEBRUARY 14, 2018

# INITIAL CANDIDACY SELF-EVALUATION REPORT

*Prepared for the Northwest Commission on Colleges and Universities*

**Dr. Birgitte Ryslinge**

President

**Dan Lara**

Dean of Academics & Workforce

Accreditation Liaison Officer

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## Institutional Overview

## Institutional Overview

Oregon Coast Community College (OCCC) is one of 17 community colleges in the state of Oregon and is an open-access, publicly-funded institution. The College 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 newly formed college took its obligation to the community seriously and began its first term in June of that year. In turn, the community signaled their continuing support for the College in May 1992, when a tax base was approved by the voters. Combined with state allocations, this provides the College with continuous base-level funding for operations. Throughout its history, the College has provided courses and programs to meet the educational and economic development needs of Lincoln County.

Lincoln County encompasses an area of nearly 1,000 square miles of land (and 200 square miles of water) with 73 miles of coastline on the Pacific Ocean. This is a terrain of great beauty, as well as incredible ecological, biological, and geographic diversity, and is rapidly becoming a nexus for STEM-based activity for the region. Lincoln County also faces many of the challenges of isolated rural communities, including sparse population, pockets of poverty, and time and distance barriers to services outside the county. Once supported by a thriving forestry industry, the county's economy is now more diverse, and varies markedly throughout its different communities. Northern and southern areas of the county are dominated by seasonal tourism and retail services. Meanwhile, the central portion of the county, including Newport, enjoys the benefits of tourism buttressed by more stable, year-round contributions from government, commercial fishing, port facilities, and a growing science and technology sector. In a community such as this, the importance of a strong community college cannot be overstated. OCCC is the only locally accessible provider of the first two years of a bachelor's degree. The nearest university, Oregon State University, is 55 miles and a Coast Range pass away.

For more than two decades after its formation, the College provided classes and services out of a variety of rented spaces which were spread across the county. In Oregon, college buildings are largely funded by local property tax levies. In 2004, voters took the significant step of voting to fund \$23,500,000 for permanent campus spaces with a main campus centrally located in Newport, a large center located to the north in Lincoln City, and a smaller center located to the south in Waldport. The funding of the new facilities is evidence of the support of the community and reflects the value and expectations residents have of the College. The move to college-owned and operated facilities in 2009 marked the beginning of a new era of stability and growth for the College.

Oregon Coast Community College students represent all ages and backgrounds, reflecting the diversity of the community. The College serves about 2,000 students each year, some attending full-time and others part-time, balancing the demands of family, work, and school. Students may take lower-division transfer credits, train or retrain for a new career, update their skills, learn English as an additional language, earn a GED, or otherwise enrich their knowledge. Students range from 8 to 90 years of age. About 67 percent are female and 33 percent are male. Because OCCC is a small college, students experience more direct contact with faculty and support staff, allowing them to achieve their educational goals in a supportive academic environment and caring social atmosphere.

Program developments of the past years are having a profound impact not just on the lives of individual students but also on the economic and civic vitality of Lincoln County. The College has made great strides in providing exemplary career technical programs of critical importance to the community. In the fall of 2006, OCCC responded to requests from local healthcare providers and began offering an Associate of Applied Science Nursing. Since then, more than 170 OCCC students have earned their degrees and are helping to meet the healthcare needs of Lincoln County and beyond. Each year approximately 60% of the entering nursing cohort are residents of Lincoln County,

and many of them have spent two years completing the required pre-requisite courses at OCCC. Upon program completion, over 60% secure jobs locally. For many of our graduates, obtaining a nursing degree is life-changing. One of our graduates testified before Oregon State Legislators that becoming a nurse allowed her to move from requiring food stamp assistance to being self-sufficient and having the ability to buy her first home.

The College takes great pride in its Aquarium Science program, the only one of its kind in the United States. In addition to meeting the need for highly trained aquarists across the country, the Aquarium Science Program affords many meaningful opportunities for OCCC to partner with nearby organizations like OSU's Hatfield Marine Science Center and the Oregon Coast Aquarium. Graduates of the Aquarium Science program now work for aquariums, zoos, aquaculture facilities, and in their own businesses. The college also works closely with other key partners such as Lincoln County School District, Lincoln County Economic Development Alliance, Oregon State University, Northwest Oregon Works, the Yaquina Bay Economic Foundation, Samaritan Hospitals, Confederated Tribes of Siletz Indians, and Centro de Ayuda. The College continues its tradition of creating educational programs in response to community needs. In 2016, OCCC launched a business program. A teacher-education program, with options in K-12 and early childhood education, will begin in Fall 2018.

Oregon Coast Community College is laser focused on student success and became an Achieving the Dream College in 2012. OCCC is recognized in Oregon for leadership in re-designing developmental education courses as well as moving from standardized placement testing to a multiple measures model. Both concepts have shown national promise in helping students complete degrees and certificates more quickly. OCCC faculty and staff value collaboration, both internally and externally. Cross-functional teams work toward common goals throughout the institution. Strong partnerships exist throughout the county as well. The Navigate Program, started with a grant in 2016, assists underserved, low-income, first-generation students in the four high schools and two charter schools in Lincoln County School District. To date the program has been so successful that shared funding with the School District is currently under consideration.

Although Oregon Coast relies in part upon Portland Community College (through the institutions' Educational Services Agreement), OCCC has always managed its own budget and funding sources, and has had a locally elected Board of Education, policies, college President, administration, faculty, and staff. In Fall Term 2017, the College had 93 faculty, staff, and administrative employees (40 full-time, 53 part-time). For the 2017-18 academic year, the total budget of the College was \$9,493,693.

Since the College's inception in 1987, independent accreditation has been the vision of the Board of Education. In July 2014, Dr. Birgitte Ryslinge was named the president of OCCC. She is charged with leading the College to independent accreditation, which will permit OCCC to focus solely on its own mission and mission fulfillment. Independent accreditation will also allow OCCC to be more responsive to its district. On January 8, 2016, the Northwest Commission on Colleges and Universities granted OCCC Applicant status as a Candidate for Accreditation. Since that time, the College has engaged in robust self-evaluation and continued development. The Board, President, administration, faculty and staff believe the College is well poised for recognition as an NWCCU Candidate, and we look forward to the assessment and guidance of the Evaluation Committee.



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## Basic Institutional Data Form

## NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

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Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

### Institutional Information

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**Name of Institution:** Oregon Coast Community College

Mailing Address: 400 SE College Way  
Address 2: \_\_\_\_\_  
City: Newport  
State/Province: OR  
Zip/Postal Code: 97366  
Main Phone Number: (541) 867-8501  
Country: USA

#### Chief Executive Officer

Title (Dr., Mr., Ms., etc.): DR.  
First Name: Birgitte  
Last Name: Ryslinge  
Position (President, etc.): President  
Phone: (541) 867-8530  
Fax: (541) 265-3820  
Email: birgitte.ryslinge@oregoncoastcc.org

#### Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Mr.  
First Name: Dan  
Last Name: Lara  
Position (President, etc.): Dean of Academics & Workforce  
Phone: (541) 867-8506  
Fax: (541) 265-3820  
Email: dan.lara@oregoncoastcc.org

#### Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Ms.  
First Name: Robin  
Last Name: Gintner  
Position (President, etc.): CoFO  
Phone: (541) 867-8516  
Fax: (541) 265-3820  
Email: robin.gintner@oregoncoastcc.org

## Institutional Demographics

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### Institutional Type *(Choose all that apply)*

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Comprehensive | <input type="checkbox"/> Religious-Based        |
| <input type="checkbox"/> Specialized              | <input type="checkbox"/> Native/Tribal          |
| <input type="checkbox"/> Health-Centered          | <input type="checkbox"/> Other (specify): _____ |

### Degree Levels *(Choose all that apply)*

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Associate | <input type="checkbox"/> Doctorate   |
| <input type="checkbox"/> Baccalaureate        | <input type="checkbox"/> If part of a multi-institution system,<br>name of system: _____ |
| <input type="checkbox"/> Master               |  |

### Calendar Plan *(Choose one that applies)*

- |   |   |
|---|---|
| <input type="checkbox"/> Semester           | <input type="checkbox"/> Trimester              |
| <input checked="" type="checkbox"/> Quarter | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> 4-1-4              |   |

### Institutional Control *(Choose all that apply)*

- |   |                                 |   |                                  |                                 |
|---|---------------------------------|---|----------------------------------|---------------------------------|
| <input type="checkbox"/> City               | <input type="checkbox"/> County | <input checked="" type="checkbox"/> State | <input type="checkbox"/> Federal | <input type="checkbox"/> Tribal |
| <input checked="" type="radio"/> Public     | OR                              | <input type="radio"/> Private/Independent |                                  |                                 |
| <input checked="" type="radio"/> Non-Profit | OR                              | <input type="radio"/> For-Profit          |                                  |                                 |

**Students** (all locations)

**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: IPEDS)

Official Fall: 2016 (most recent year) FTE Student Enrollments

Classification	Current Year: <b>2016</b>	One Year Prior: <b>2015</b>	Two Years Prior: <b>2014</b>
Undergraduate	285.14	310.36	302.34
Graduate			
Professional			
Unclassified			
Total all levels			

**Full-Time *Unduplicated* Headcount Enrollment.** (Count students enrolled in credit courses only.)

Official Fall: 2016 (most recent year) Student Headcount Enrollments

Classification	Current Year: <b>2016</b>	One Year Prior: <b>2015</b>	Two Years Prior: <b>2014</b>
Undergraduate	416	583	489
Graduate			
Professional			
Unclassified			
Total all levels			

**Faculty** (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

**Total Number:** 11 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	11	55	0	0	0	11	0	0
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

**Faculty** (all locations)

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	\$54,448	5.45 years
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

## **Institutional Finances**

**Financial Information.** Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

Oregon Coast Community College does not have a Capital Fund or Capital Budget.



**OREGON COAST COMMUNITY COLLEGE**  
**NEWPORT, OREGON**

**STATEMENT OF CASH FLOWS**

**For the Year Ended June 30, 2017**

Cash Flows From Operating Activities:

Cash Received from Customers	\$ 1,249,496
Cash Paid to Suppliers	(1,628,257)
Cash Paid to Employees	(3,628,197)
Net cash provided (used) by Operating activities	<u>(4,006,958)</u>

Cash flows from investing activities

Interest on Investments	<u>12,738</u>
Net cash provided (used) by Investing activities	<u>12,738</u>

Cash flows from Noncapital financing activities

Cash Received from Property Taxes	3,054,056
Cash Received from State	2,211,626
Cash Received from Federal Sources	271,631
Cash Received from Local Sources	<u>331,781</u>
Net cash provided (used) by Noncapital financing activities	<u>5,869,094</u>

Cash flows from Capital Financing activities

Debt Principal Paid	(1,380,000)
Debt Interest Paid	<u>(593,502)</u>
Net cash provided (used) by Capital financing activities	<u>(1,973,502)</u>

Net increase (decrease) in cash and investments	(98,628)
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Cash and investments, beginning of year	<u>1,750,087</u>
---	------------------

Cash and investments, end of year	<u><u>\$ 1,651,459</u></u>
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Reconciliation of Operating Income to Net Cash Provided by Operating Activities:

Operating Income (Loss)	\$ (5,059,481)
Depreciation Expense	1,116,463
Pension Adjustments	339,510
(Increase) Decrease in Inventory	(4,055)
(Increase) Decrease in Receivables	(567,892)
(Increase) Decrease in Prepaid Expenses	69,479
Increase (Decrease) in Payables	(43,432)
Increase (Decrease) in Unearned Revenue	(10,279)
Increase (Decrease) in Due to Other Groups	1,936
Increase (Decrease) in Payroll Liabilities	<u>150,793</u>
Net Cash Provided by Operating Activities	<u><u>\$ (4,006,958)</u></u>

Non-Cash Investing, Capital and Financing Activities:

Amortization of Premium on Bond Issue	\$ 123,844
Amortization of Deferred Loss on Bond Refunding	(133,834)

**OREGON COAST COMMUNITY COLLEGE  
NEWPORT, OREGON**

**COMBINING BALANCE SHEET - MODIFIED ACCRUAL BASIS  
June 30, 2017**

	GENERAL FUND	SPECIAL REVENUE GRANT FUND	DEBT SERVICE FUND	ENTERPRISE FUND	INTERNAL SERVICE FUND	RESERVE FUND	TOTAL COLLEGE
<b>ASSETS:</b>							
Cash and Investments	\$ 1,286,211	\$ -	\$ 363,707	\$ 1,541	\$ -	\$ -	\$ 1,651,459
Receivables:							
Property Taxes	97,915	-	151,213	-	-	-	249,128
Accounts, net	591,939	-	13,574	29,003	-	-	634,516
Grants and Reimbursements	-	248,131	-	-	-	-	248,131
Due From Other Funds	3,235	-	-	-	99,727	360,802	463,764
Inventory	-	-	-	33,070	-	-	33,070
Total Assets	<u>\$ 1,979,300</u>	<u>\$ 248,131</u>	<u>\$ 528,494</u>	<u>\$ 63,614</u>	<u>\$ 99,727</u>	<u>\$ 360,802</u>	<u>\$ 3,280,068</u>
<b>LIABILITIES, DEFERRED INFLOWS, AND FUND BALANCES:</b>							
<b>Liabilities:</b>							
Accounts Payable	\$ 36,535	\$ 17,746	\$ -	\$ -	\$ 4,153	\$ -	\$ 58,434
Payroll Liabilities	547,432	-	-	-	-	-	547,432
Due to Other Groups	11,568	-	-	-	-	-	11,568
Due To Other Funds	-	230,385	184,416	48,963	-	-	463,764
Total Liabilities	595,535	248,131	184,416	48,963	4,153	-	1,081,198
<b>Deferred Inflows:</b>							
Unavailable Revenue - Property Taxes	97,915	-	151,213	-	-	-	249,128
<b>Fund Balances:</b>							
Unrestricted	1,285,850	-	192,865	14,651	95,574	360,802	1,949,742
Total Fund Balances	1,285,850	-	192,865	14,651	95,574	360,802	1,949,742
Total Liabilities, Deferred Inflows, and Fund Balances	<u>\$ 1,979,300</u>	<u>\$ 248,131</u>	<u>\$ 528,494</u>	<u>\$ 63,614</u>	<u>\$ 99,727</u>	<u>\$ 360,802</u>	<u>\$ 3,280,068</u>

**OREGON COAST COMMUNITY COLLEGE  
NEWPORT, OREGON**

**STATEMENT OF CASH FLOWS**

**For the Year Ended June 30, 2016**

Cash Flows From Operating Activities:

Cash Received from Customers	\$ 2,123,821
Cash Paid to Suppliers	(1,558,448)
Cash Paid to Employees	(3,468,678)
Net cash provided (used) by Operating activities	<u>(2,903,305)</u>

Cash flows from investing activities

Interest on Investments	<u>7,526</u>
Net cash provided (used) by Investing activities	<u>7,526</u>

Cash flows from Noncapital financing activities

Cash Received from Property Taxes	2,973,166
Cash Received from State	1,774,349
Cash Received from Federal Sources	247,937
Cash Received from Local Sources	<u>260,872</u>
Net cash provided (used) by Noncapital financing activities	<u>5,256,324</u>

Cash flows from Capital Financing activities

Debt Principal Paid	(1,300,000)
Debt Interest Paid	<u>(621,596)</u>
Net cash provided (used) by Capital financing activities	<u>(1,921,596)</u>

Net increase (decrease) in cash and investments

438,949

Cash and investments, beginning of year

1,311,138

Cash and investments, end of year

\$ 1,750,087

Reconciliation of Operating Income to Net Cash Provided by Operating Activities:

Operating Income (Loss)	\$ (5,365,184)
Depreciation Expense	1,146,529
Pension Adjustments	993,632
(Increase) Decrease in Inventory	283
(Increase) Decrease in Receivables	467,351
(Increase) Decrease in Prepaid Expenses	(42,320)
Increase (Decrease) in Payables	(12,993)
Increase (Decrease) in Unearned Revenue	(8,596)
Increase (Decrease) in Due to Other Groups	(2,122)
Increase (Decrease) in Payroll Liabilities	<u>(79,885)</u>
Net Cash Provided by Operating Activities	<u>\$ (2,903,305)</u>

Non-Cash Investing, Capital and Financing Activities:

Amortization of Premium on Bond Issue	\$ 123,844
Amortization of Deferred Loss on Bond Refunding	(133,834)

OREGON COAST COMMUNITY COLLEGE  
NEWPORT, OREGON

COMBINING BALANCE SHEET - MODIFIED ACCRUAL BASIS  
June 30, 2016

	GENERAL FUND	SPECIAL REVENUE GRANT FUND	DEBT SERVICE FUND	CAMPUS PROJECT FUND	ENTERPRISE FUND	INTERNAL SERVICE FUND	RESERVE FUND	TOTAL COLLEGE
ASSETS:								
Cash and Investments	\$ 1,487,904	\$ -	\$ 260,253	\$ -	\$ 1,930	\$ -	\$ -	\$ 1,750,087
Receivables:								
Property Taxes	100,463	-	151,559	-	-	-	-	252,022
Accounts, net	189,278	-	16,064	-	20,593	-	-	225,935
Grants and Reimbursements	-	85,926	-	-	-	-	-	85,926
Due From Other Funds	27,456	-	-	-	-	80,440	160,802	268,698
Inventory	-	-	-	-	29,015	-	-	29,015
Prepaid Expenses	69,479	-	-	-	-	-	-	69,479
Total Assets	\$ 1,874,580	\$ 85,926	\$ 427,876	\$ -	\$ 51,538	\$ 80,440	\$ 160,802	\$ 2,681,162
LIABILITIES, DEFERRED INFLOWS, AND FUND BALANCES:								
Liabilities:								
Accounts Payable	\$ 92,766	\$ 7,474	\$ -	\$ -	\$ (3,702)	\$ 5,328	\$ -	\$ 101,866
Payroll Liabilities	405,960	-	-	-	-	-	-	405,960
Due to Other Groups	9,632	-	-	-	-	-	-	9,632
Due To Other Funds	-	74,252	173,536	-	20,910	-	-	268,698
Unearned Revenue	10,279	-	-	-	-	-	-	10,279
Total Liabilities	518,637	81,726	173,536	-	17,208	5,328	-	796,435
Deferred Inflows:								
Unavailable Revenue - Property Taxes	100,463	-	151,559	-	-	-	-	252,022
Fund Balances:								
Restricted for Grant Programs	-	4,200	-	-	-	-	-	4,200
Unrestricted	1,255,480	-	102,781	-	34,330	75,112	160,802	1,628,505
Total Fund Balances	1,255,480	4,200	102,781	-	34,330	75,112	160,802	1,632,705
Total Liabilities, Deferred Inflows, and Fund Balances	\$ 1,874,580	\$ 85,926	\$ 427,876	\$ -	\$ 51,538	\$ 80,440	\$ 160,802	\$ 2,681,162



**OREGON COAST COMMUNITY COLLEGE  
NEWPORT, OREGON**

**STATEMENT OF CASH FLOWS**

**For the Year Ended June 30, 2015**

Cash Flows From Operating Activities:

Cash Received from Customers	\$ 1,391,861
Cash Paid to Suppliers	(1,027,017)
Cash Paid to Employees	(3,897,247)
Net cash provided (used) by Operating activities	(3,532,403)

Cash flows from investing activities

Interest on Investments	5,024
Net cash provided (used) by Investing activities	5,024

Cash flows from Noncapital financing activities

Cash Received from Property Taxes	3,076,807
Cash Received from State	1,585,334
Cash Received from Federal Sources	625,647
Cash Received from Local Sources	191,670
Tax Anticipation Note Principal Paid	(3,362,471)
Net cash provided (used) by Noncapital financing activities	5,479,458

Cash flows from Capital Financing activities

Purchase of Capital Assets	(26,887)
Cash Received from State Lottery - Designated for Capital Projects	(1,220,000)
Debt Principal Paid	(647,854)
Debt Interest Paid	(1,894,741)
Net cash provided (used) by Capital financing activities	(3,795,482)

Net increase (decrease) in cash and investments 57,338

Cash and investments, beginning of year 1,253,800

Cash and investments, end of year \$ 1,311,138

Reconciliation of Operating Income to Net Cash Provided by Operating Activities:

Operating Income (Loss)	\$ (3,962,896)
Depreciation Expense	1,146,529
Pension Adjustments	(353,431)
(Increase) Decrease in Inventory	(3,415)
(Increase) Decrease in Receivables	(412,007)
(Increase) Decrease in Prepaid Expenses	(603)
Increase (Decrease) in Payables	66,630
Increase (Decrease) in Unearned Revenue	2,725
Increase (Decrease) in Due to Other Groups	(1,992)
Increase (Decrease) in Payroll Liabilities	(13,943)
Net Cash Provided by Operating Activities	\$ (3,532,403)

Non-Cash Investing, Capital and Financing Activities:

Amortization of Premium on Bond Issue	\$ 123,844
Amortization of Deferred Loss on Bond Refunding	(133,834)

OREGON COAST COMMUNITY COLLEGE  
NEWPORT, OREGON

COMBINING BALANCE SHEET - MODIFIED ACCRUAL BASIS  
June 30, 2015

	GENERAL FUND	SPECIAL REVENUE GRANT FUND	DEBT SERVICE FUND	CAMPUS PROJECT FUND	ENTERPRISE FUND	INTERNAL SERVICE FUND	RESERVE FUND	TOTAL COLLEGE
<b>ASSETS:</b>								
Cash and Investments	\$ 946,721	\$ -	\$ 305,214	\$ 59,203	\$ -	\$ -	\$ -	\$ 1,311,138
Receivables:								
Property Taxes	97,356	-	144,393	-	-	-	-	241,749
Accounts, net	592,853	-	21,180	-	-	-	-	614,033
Grants and Reimbursements	-	175,452	-	-	-	-	-	175,452
Due From Other Funds	252,921	-	-	-	-	109,242	160,802	522,965
Inventory	-	-	-	-	29,298	-	-	29,298
Prepaid Expenses	27,159	-	-	-	-	-	-	27,159
Total Assets	\$ 1,917,010	\$ 175,452	\$ 470,787	\$ 59,203	\$ 29,298	\$ 109,242	\$ 160,802	\$ 2,921,794
<b>LIABILITIES, DEFERRED INFLOWS, AND FUND BALANCES:</b>								
<b>Liabilities:</b>								
Accounts Payable	\$ 84,390	\$ 14,518	\$ -	\$ 17,243	\$ (15,653)	\$ 14,361	\$ -	\$ 114,859
Payroll Liabilities	500,929	-	-	-	-	-	-	500,929
Due to Other Groups	11,754	-	-	-	-	-	-	11,754
Due To Other Funds	-	160,934	294,435	42,440	25,156	-	-	522,965
Unearned Revenue	18,875	-	-	-	-	-	-	18,875
Total Liabilities	615,948	175,452	294,435	59,683	9,503	14,361	-	1,169,382
<b>Deferred Inflows:</b>								
Unavailable Revenue - Property Taxes	97,356	-	144,393	-	-	-	-	241,749
<b>Fund Balances:</b>								
Unrestricted	1,203,706	-	31,959	(480)	19,795	94,881	160,802	1,510,663
Total Fund Balances	1,203,706	-	31,959	(480)	19,795	94,881	160,802	1,510,663
Total Liabilities, Deferred Inflows, and Fund Balances	\$ 1,917,010	\$ 175,452	\$ 470,787	\$ 59,203	\$ 29,298	\$ 109,242	\$ 160,802	\$ 2,921,794

**ADOPTED BUDGET 2017-18**

	GENERAL FUND (Major Fund)	DEBT SERVICE GOB (Major Fund)	DEBT SERVICE PERS	SPECIAL REVENUE	ENTERPRISE FUND	INTERNAL SERVICE FUND	RESERVE FUND	TOTALS
<b>REVENUE</b>								
From local sources	\$ 1,211,824	\$ 1,836,397	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,048,221
Property taxes	1,608,084	-	-	-	-	-	-	1,608,084
Tuition and fees	-	-	-	-	-	-	-	198,000
Operating grants and contracts	-	-	-	198,000	-	-	-	198,000
Donations	80,000	-	-	-	-	-	-	80,000
Interest income	10,200	7,350	100	-	-	-	-	17,650
Merchandise Sales	-	-	-	-	198,500	-	-	198,500
Other local revenue	107,205	-	196,209	-	-	51,750	-	355,163
From state sources	-	-	-	-	-	-	-	-
State appropriation	1,800,778	-	-	-	-	-	-	1,800,778
Operating grants and contracts	-	-	-	159,608	-	-	-	159,608
Construction matching funds	-	-	-	-	-	-	-	-
From federal sources	-	-	-	-	-	-	-	-
Operating grants and contracts	-	-	-	236,385	-	-	-	236,385
Total revenue	4,818,091	1,843,747	196,309	593,993	198,500	51,750	-	7,702,389
<b>EXPENDITURES</b>								
Salary	2,706,315	-	-	354,136	30,830	-	-	3,091,281
Benefits	1,119,786	-	-	149,665	17,422	-	-	1,286,873
Personnel services	3,826,101	-	-	503,801	48,252	-	-	4,378,154
Materials and services	1,313,986	167	-	90,192	172,884	49,500	360,802	1,987,531
Capital outlay	12,000	-	-	-	-	-	-	12,000
Debt service - principal	-	1,365,000	100,000	-	-	-	-	1,465,000
Debt service - interest	-	477,874	88,000	-	-	-	-	565,874
Total expenditures	5,152,087	1,843,041	188,000	593,993	221,136	49,500	360,802	8,408,559
Percentage of Total Expenditures	61%	22%	2%	7%	3%	1%	4%	100%
Excess (deficiency) of revenue Over (under) expenditures	(333,996)	706	8,309	(0)	(22,636)	2,250	(360,802)	(706,170)
<b>OTHER FINANCING SOURCES (USES)</b>								
Contingency	(772,813)	(181,124)	(8,738)	-	(4,424)	(108,035)	-	(1,075,134)
Unappropriated	-	-	-	-	-	-	-	-
Transfers from other funds	0	-	-	-	10,000	-	-	10,000
Transfers to other funds	(10,000)	-	-	0	-	-	-	(10,000)
Total other financing sources (uses)	(782,813)	(181,124)	(8,738)	0	5,576	(108,035)	-	(1,075,133)
Excess (deficiency) of revenue & other sources (uses) over (under) expenditures	(1,116,808)	(180,418)	(430)	0	(17,060)	(105,785)	(360,802)	(1,781,303)
<b>FUND BALANCE</b>								
7/1/2017 - Beginning fund balance	1,116,808	180,418	430	-	17,060	105,785	360,802	1,781,303
6/30/2018 - Ending fund balance	-	-	-	-	-	-	-	-



## ADOPTED BUDGET 2016-2017

	GENERAL FUND (Major Fund)	DEBT SERVICE GOB (Major Fund)	DEBT SERVICE PERS	SPECIAL REVENUE	ENTERPRISE FUND	INTERNAL SERVICE FUND	RESERVE FUND	TOTALS
REVENUE								
From local sources								
Property taxes	\$ 1,197,955	\$ 1,784,885	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,982,840
Tuition and fees	1,568,311	-	-	-	-	-	-	1,568,311
Operating grants and contracts	-	-	-	168,970	-	-	-	168,970
Donations	130,000	-	-	-	-	-	-	130,000
Interest income	6,000	4,450	-	-	-	-	-	10,450
Merchandise Sales	-	-	-	-	206,500	-	-	206,500
Other local revenue	96,258	-	192,000	-	-	48,500	-	336,758
From state sources								
State appropriation	1,722,950	-	-	-	-	-	-	1,722,950
Operating grants and contracts	-	-	-	383,492	-	-	-	383,492
Construction matching funds	-	-	-	-	-	-	-	-
From federal sources								
Operating grants and contracts	-	-	-	319,067	-	-	-	319,067
Total revenue	4,721,474	1,789,335	192,000	871,529	206,500	48,500	-	7,829,338
EXPENDITURES								
Salary	2,533,711	-	-	450,845	34,255	-	-	3,018,812
Benefits	1,131,385	-	-	207,687	19,185	-	-	1,358,256
Personal services	3,665,096	-	-	658,532	53,440	-	-	4,377,068
Materials and services	1,458,794	167	-	212,011	161,150	49,000	360,802	2,241,924
Capital outlay	12,000	-	-	12,500	-	-	-	24,500
Debt service - principal	-	1,290,000	90,000	-	-	-	-	1,380,000
Debt service - interest	-	501,176	92,179	-	-	-	-	593,355
Total expenditures	5,135,890	1,791,343	182,179	883,043	214,590	49,000	360,802	8,616,846
Percentage of Total Expenditures	60%	21%	2%	10%	2%	1%	4%	100%
Excess (deficiency) of revenue	(414,416)	(2,008)	9,821	(11,514)	(8,090)	(500)	(360,802)	(787,509)
OTHER FINANCING SOURCES (USES)								
Contingency	(770,383)	(248,141)	(53,329)	-	(10,234)	(94,956)	-	(1,177,044)
Unappropriated	-	-	-	-	-	-	-	-
Transfers from other funds	-	-	-	11,514	10,000	-	200,000	221,514
Transfers to other funds	(221,514)	-	-	-	-	-	-	(221,514)
Total other financing sources (uses)	(991,897)	(248,141)	(53,329)	11,514	(234)	(94,956)	200,000	(1,177,044)
Excess (deficiency) of revenue & other	(1,406,313)	(250,150)	(43,508)	0	(8,324)	(95,456)	(160,802)	(1,964,553)
Sources (uses) over (under) expenditure								
FUND BALANCE								
7/1/2016 - Beginning fund balance	1,406,313	250,150	43,508	-	8,324	95,457	160,802	1,964,553
6/30/2017 - Ending fund balance	-	-	-	-	-	-	-	-

## APPROVED BUDGET 2015-2016

	GENERAL FUND (Major Fund)	DEBT SERVICE GOB (Major Fund)	DEBT SERVICE PERS	SPECIAL REVENUE	ENTERPRISE FUND	INTERNAL SERVICE FUND	RESERVE FUND	TOTALS
REVENUE								
From local sources								
Property taxes	\$ 1,199,486	\$ 1,739,437	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,938,923
Tuition and fees	1,383,536	-	-	-	-	-	-	1,383,536
Operating grants and contracts	-	-	-	149,600	-	-	-	149,600
Donations	65,000	-	-	-	-	-	-	65,000
Interest income	5,000	4,450	-	-	-	-	-	9,450
Merchandise Sales	-	-	-	-	220,000	-	-	220,000
Other local revenue	115,972	-	170,000	-	-	32,700	-	318,672
From state sources	-	-	-	-	-	-	-	-
State appropriation	1,703,921	-	-	-	-	-	-	1,703,921
Operating grants and contracts	-	-	-	128,204	-	-	-	128,204
Construction matching funds	-	-	-	-	-	-	-	-
From federal sources	-	-	-	-	-	-	-	-
Operating grants and contracts	-	-	-	297,825	-	-	-	297,825
Total revenue	4,472,915	1,743,887	170,000	575,629	220,000	32,700	-	7,215,131
EXPENDITURES								
Salary	2,539,022	-	-	293,726	28,915	-	-	2,861,663
Benefits	1,127,736	-	-	106,894	20,897	-	-	1,255,527
Personal services	3,666,758	-	-	400,620	49,812	-	-	4,117,190
Materials and services	1,149,430	155	-	166,895	162,700	33,100	160,802	1,673,082
Capital outlay	-	-	-	25,000	-	-	-	25,000
Debt service - principal	-	1,220,000	80,000	-	-	-	-	1,300,000
Debt service - interest	-	525,575	95,893	-	-	-	-	621,468
Total expenditures	4,816,188	1,745,730	175,893	592,515	212,512	33,100	160,802	7,736,740
Percentage of Total Expenditures	62%	23%	2%	8%	3%	0%	2%	100%
Excess (deficiency) of revenue Over (under) expenditures	(343,273)	(1,843)	(5,893)	(16,886)	7,488	(400)	(160,802)	(521,609)
OTHER FINANCING SOURCES (USES)								
Contingency	(722,429)	(115,545)	(1,519)	-	(22,860)	(107,127)	-	(969,480)
Unappropriated	0	-	-	-	-	-	-	0
Transfers from other funds	-	-	-	16,886	-	-	-	16,886
Transfers to other funds	(16,886)	-	-	-	-	-	-	(16,886)
Total other financing sources (uses)	(739,315)	(115,545)	(1,519)	16,886	(22,860)	(107,127)	-	(969,480)
Excess (deficiency) of revenue & other Sources (uses) over (under) expenditure	(1,082,588)	(117,388)	(7,412)	0	(15,373)	(107,527)	(160,802)	(1,491,089)
FUND BALANCE								
7/1/2015 - Beginning fund balance	1,082,588	117,388	7,412	-	15,373	107,527	160,802	1,491,090
6/30/2016 - Ending fund balance	-	-	-	-	-	-	\$ -	-

# **TOTAL PUBLIC RESOURCES**

Includes CCSF resources (with base payments) and property taxes

The percent change in total public resources compared to the prior period includes all changes due to 1) changes in FTE, and 2) changes in public resources.

The columns for Fiscal Years 2003 through 20

College	2015-16			2016-17			2017-18			2018-19			2019-20			2020-21			2021-22			2022-23		
	TFR	% Change from 14-15	TFR	% Change from 15-16	TFR	% Change from 16-17	TFR	% Change from 17-18	TFR	% Change from 18-19	TFR	% Change from 19-20	TFR	% Change from 20-21	TFR	% Change from 21-22	TFR	% Change from 22-23						
Blue Mountain	\$10,441,688	10.5%	\$10,340,661	-1.0%	\$10,805,016	4.5%	\$11,113,724	2.9%	\$11,650,743	4.8%	\$11,897,700	2.1%	\$12,115,477	1.8%	\$12,386,386	2.2%	\$12,685,894	2.2%	\$12,987,700	2.2%	\$13,286,386	2.2%	\$13,586,386	2.2%
Central Oregon	\$24,426,408	12.7%	\$25,121,744	2.8%	\$25,773,744	2.6%	\$25,806,276	0.1%	\$25,987,146	0.7%	\$26,524,757	2.1%	\$27,091,371	2.1%	\$27,685,894	2.2%	\$28,085,994	1.4%	\$28,586,997	1.8%	\$29,088,000	1.8%	\$29,589,003	1.8%
Chemeketa	\$51,082,521	11.3%	\$52,582,887	2.9%	\$53,839,072	2.4%	\$54,321,489	0.9%	\$54,686,165	0.7%	\$55,807,880	2.1%	\$57,058,967	2.2%	\$58,302,977	2.2%	\$59,546,987	2.1%	\$60,790,997	2.1%	\$62,034,007	2.0%	\$63,278,017	2.0%
Clackamas	\$32,031,255	8.6%	\$32,545,066	1.6%	\$34,938,328	7.4%	\$36,532,407	4.6%	\$37,677,132	3.1%	\$38,452,652	2.1%	\$39,298,158	2.2%	\$40,137,227	2.2%	\$40,981,296	2.0%	\$41,825,365	2.0%	\$42,669,434	2.0%	\$43,513,503	2.0%
Clatsop	\$6,502,022	10.4%	\$6,771,384	4.1%	\$7,164,706	5.8%	\$7,432,153	3.7%	\$7,552,297	1.6%	\$7,717,080	2.2%	\$7,829,526	1.5%	\$8,008,598	2.3%	\$8,187,670	2.3%	\$8,366,742	2.3%	\$8,545,814	2.3%	\$8,724,886	2.3%
Columbia Gorge	\$5,338,771	6.9%	\$5,247,109	-1.7%	\$5,404,373	3.0%	\$5,510,902	2.0%	\$5,684,812	3.2%	\$5,836,938	2.7%	\$5,978,380	2.4%	\$6,173,616	3.3%	\$6,368,852	3.3%	\$6,564,088	3.3%	\$6,759,324	3.3%	\$6,954,560	3.3%
Klamath	\$8,026,833	14.0%	\$8,763,122	9.2%	\$9,623,368	9.8%	\$10,281,253	6.8%	\$10,592,885	3.0%	\$10,818,311	2.1%	\$11,010,863	1.8%	\$11,257,832	2.2%	\$11,504,801	2.2%	\$11,751,770	2.2%	\$12,000,000	2.2%	\$12,248,229	2.2%
Lane	\$49,950,252	1.9%	\$46,402,717	-7.1%	\$44,513,576	-4.1%	\$43,976,814	-1.2%	\$44,199,174	0.5%	\$45,107,441	2.1%	\$46,108,465	2.2%	\$47,115,138	2.2%	\$48,122,811	2.2%	\$49,129,484	2.2%	\$50,136,157	2.2%	\$51,142,830	2.2%
Linn Benton	\$27,000,023	6.4%	\$27,230,341	0.9%	\$28,666,692	5.3%	\$29,769,348	3.8%	\$30,221,868	1.5%	\$30,845,647	2.1%	\$31,513,382	2.2%	\$32,203,726	2.2%	\$32,915,170	2.2%	\$33,626,614	2.2%	\$34,338,058	2.2%	\$35,049,502	2.2%
Mt. Hood	\$39,453,047	8.9%	\$39,298,932	-0.4%	\$40,686,161	3.5%	\$41,490,547	2.0%	\$42,635,428	2.8%	\$43,511,867	2.1%	\$44,475,604	2.2%	\$45,446,887	2.2%	\$46,418,170	2.2%	\$47,389,453	2.2%	\$48,360,736	2.2%	\$49,332,019	2.2%
Oregon Coast	\$2,914,100	9.2%	\$3,002,945	3.0%	\$3,109,600	3.6%	\$3,244,007	4.3%	\$3,319,413	2.3%	\$3,409,043	2.7%	\$3,472,331	1.9%	\$3,584,417	3.2%	\$3,696,501	3.1%	\$3,808,585	3.0%	\$3,920,669	3.2%	\$4,032,753	3.1%
Portland	\$117,194,193	14.1%	\$122,751,330	4.7%	\$129,991,833	5.9%	\$132,615,920	2.0%	\$135,094,172	1.9%	\$137,852,476	2.0%	\$141,020,900	2.3%	\$144,084,670	2.2%	\$147,148,440	2.1%	\$150,212,210	2.1%	\$153,275,980	2.1%	\$156,339,750	2.1%
Rogue	\$22,519,145	8.7%	\$22,726,169	0.9%	\$23,300,877	2.5%	\$23,657,009	1.5%	\$24,390,544	3.1%	\$25,124,079	3.0%	\$25,857,614	2.9%	\$26,591,149	2.8%	\$27,324,684	2.8%	\$28,058,219	2.7%	\$28,791,754	2.7%	\$29,525,289	2.7%
Southwestern Oregon	\$12,837,480	10.3%	\$13,155,474	2.5%	\$13,559,903	3.1%	\$13,759,944	1.5%	\$13,898,835	1.0%	\$14,190,937	2.1%	\$14,466,056	1.9%	\$14,787,393	2.2%	\$15,108,730	2.2%	\$15,429,067	2.2%	\$15,750,404	2.2%	\$16,071,741	2.2%
Tillamook Bay	\$2,495,659	14.1%	\$2,628,246	5.3%	\$2,858,816	8.8%	\$3,011,771	5.4%	\$3,135,975	4.1%	\$3,220,745	2.7%	\$3,278,280	1.8%	\$3,383,948	3.2%	\$3,489,616	3.2%	\$3,595,284	3.2%	\$3,700,952	3.2%	\$3,806,620	3.2%
Treasure Valley	\$9,384,682	8.8%	\$9,368,719	-0.2%	\$9,521,885	1.6%	\$9,535,912	0.1%	\$9,586,977	0.5%	\$9,792,548	2.1%	\$9,998,119	2.1%	\$10,203,690	2.1%	\$10,409,261	2.1%	\$10,614,832	2.1%	\$10,820,403	2.1%	\$11,025,974	2.1%
Umpqua	\$13,968,896	0.8%	\$14,133,633	1.2%	\$14,897,023	5.4%	\$15,297,589	2.7%	\$15,538,600	1.6%	\$15,863,616	2.1%	\$16,234,020	2.3%	\$16,593,675	2.2%	\$16,953,330	2.2%	\$17,312,985	2.2%	\$17,672,640	2.2%	\$18,032,295	2.2%
Totals	\$435,566,975	9.6%	\$442,070,477	1.5%	\$458,654,973	3.8%	\$467,557,065	1.9%	\$475,852,164	1.8%	\$485,745,296	2.1%	\$496,333,313	2.2%	\$507,336,966	2.2%	\$518,340,619	2.2%	\$529,344,272	2.2%	\$540,347,925	2.2%	\$551,351,578	2.2%
Total w/out COCC annexation:																								
Change in Resources from Prior Period	\$38,136,750	9.6%	\$6,503,502	1.5%	\$16,584,496	3.8%	\$8,902,092	1.9%	\$8,295,099	1.8%	\$9,893,132	2.1%												



**SUMMARY OF CCSF ALLOCATION PER YEAR**  
Includes CCSF resources only -- property taxes are not included  
Years 2003-04 through 2014-15 are hidden. Select "+" to unhide.

Oregon Community Colleges  
2016-17 CCSF Allocation

2/11/2018

College	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Blue Mountain	\$5,222,962	\$4,818,294	\$5,171,989	\$ 5,367,818	\$5,789,698	\$ 5,919,208	\$6,017,185	\$ 6,165,893
Central Oregon	\$9,390,957	\$9,321,102	\$9,073,473	\$ 8,155,155	\$7,331,036	\$ 6,806,438	\$6,250,365	\$ 5,658,279
Chemeketa	\$31,066,300	\$31,685,032	\$32,086,759	\$ 31,679,781	\$31,118,698	\$ 31,276,802	\$31,524,879	\$ 31,724,869
Clackamas	\$14,648,921	\$14,279,233	\$15,738,277	\$ 16,350,358	\$16,462,859	\$ 16,153,362	\$15,858,357	\$ 15,518,583
Clatsop	\$2,231,088	\$2,364,345	\$2,619,598	\$ 2,744,651	\$2,717,939	\$ 2,731,265	\$2,687,509	\$ 2,705,485
Columbia Gorge	\$4,277,436	\$4,138,231	\$4,240,684	\$ 4,289,692	\$4,403,238	\$ 4,492,017	\$4,566,981	\$ 4,692,453
Klamath	\$5,950,537	\$6,648,136	\$7,424,165	\$ 7,994,480	\$8,215,055	\$ 8,345,798	\$8,439,897	\$ 8,584,493
Lane	\$31,377,168	\$27,230,149	\$24,461,565	\$ 23,005,020	\$22,265,406	\$ 22,167,574	\$22,116,349	\$ 22,022,506
Linn Benton	\$19,433,036	\$19,291,026	\$20,315,372	\$ 21,026,668	\$21,047,518	\$ 21,218,313	\$21,410,698	\$ 21,602,222
Mt. Hood	\$27,719,099	\$27,057,711	\$27,884,403	\$ 28,102,585	\$28,634,418	\$ 28,869,737	\$29,162,996	\$ 29,433,099
Oregon Coast	\$1,732,440	\$1,787,622	\$1,837,982	\$ 1,913,488	\$1,927,265	\$ 1,952,411	\$1,948,228	\$ 1,989,718
Portland	\$84,633,677	\$89,344,276	\$94,343,945	\$ 94,576,897	\$94,503,612	\$ 94,539,237	\$94,802,354	\$ 94,765,939
Rogue	\$9,763,038	\$9,457,105	\$9,420,197	\$ 9,336,519	\$9,200,755	\$ 9,005,720	\$8,801,840	\$ 8,594,048
Southwestern Oregon	\$7,330,757	\$7,467,808	\$7,645,316	\$ 7,699,383	\$7,502,885	\$ 7,539,808	\$7,549,567	\$ 7,594,957
Tillamook Bay	\$1,333,056	\$1,428,665	\$1,613,456	\$ 1,718,894	\$1,793,748	\$ 1,827,295	\$1,831,652	\$ 1,882,113
Treasure Valley	\$7,321,196	\$7,082,906	\$6,981,388	\$ 6,712,354	\$6,448,818	\$ 6,304,736	\$6,080,908	\$ 5,873,658
Umpqua	\$10,468,921	\$10,498,947	\$11,159,522	\$ 11,454,365	\$11,586,661	\$ 11,799,887	\$12,055,339	\$ 12,296,790
Totals	\$273,900,588	\$273,900,587.98	\$282,038,092	\$ 282,038,092	\$280,949,607	\$ 280,949,607	\$281,105,105	\$ 281,105,105

Percent of Total CCSF Resources by College (includes base)								
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
1.9%	1.8%	1.8%	1.9%	2.1%	2.1%	2.1%	2.2%	
3.4%	3.4%	3.2%	2.9%	2.6%	2.4%	2.2%	2.0%	
11.3%	11.6%	11.4%	11.2%	11.1%	11.1%	11.2%	11.3%	
5.3%	5.2%	5.6%	5.8%	5.9%	5.7%	5.6%	5.5%	
0.8%	0.9%	0.9%	1.0%	1.0%	1.0%	1.0%	1.0%	
1.6%	1.5%	1.5%	1.5%	1.6%	1.6%	1.6%	1.7%	
2.2%	2.4%	2.6%	2.8%	2.9%	3.0%	3.0%	3.1%	
11.5%	9.9%	8.7%	8.2%	7.9%	7.9%	7.9%	7.8%	
7.1%	7.0%	7.2%	7.5%	7.5%	7.6%	7.6%	7.7%	
10.1%	9.9%	9.9%	10.0%	10.2%	10.3%	10.4%	10.5%	
0.6%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	
30.9%	32.6%	33.5%	33.5%	33.6%	33.6%	33.7%	33.7%	
3.6%	3.5%	3.3%	3.3%	3.3%	3.2%	3.1%	3.1%	
2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	
0.5%	0.5%	0.6%	0.6%	0.6%	0.7%	0.7%	0.7%	
2.7%	2.6%	2.5%	2.4%	2.3%	2.2%	2.2%	2.1%	
3.8%	3.8%	4.0%	4.1%	4.1%	4.2%	4.3%	4.4%	
100%	100%	100%	100%	100%	100%	100%	100%	

ENROLLMENT - Updated October 2017

Click to change to 1011 enrollment  
Total FTEs shown are on a 491 basis

Annual Growth Factor (AGF) 0.56%

Annual Growth Factor (AGF) 0.56%

	2017-18							2018-19						
	CG	CH	CI	CJ	CK	CL	CM	CN	CO	CP	CQ	CR	CS	CT
College	Final Formula Funded FTE Prior 3 Years Fundable FTE Weighted	Estimated CCSF Reimbursable FTE (Assumes 2016-17 Actual FTE) (400/516)	Preliminary Cap Based on 2016-17 FTE Cap	Preliminary Cap Based on 2016-17 Fundable FTE	Final FTE Cap	Room under FTE Cap(FTE over the cap)	Fundable FTE Used in weighting	Final Formula Funded FTE Prior 3 Years Fundable FTE Weighted	Estimated CCSF Reimbursable FTE (Assumes 2016 Actual FTE) (400/516)	Preliminary Cap Based on 2017-18 FTE Cap	Preliminary Cap Based on 2017-18 Fundable FTE	Final FTE Cap	Room under FTE Cap(FTE over the cap)	Fundable FTE Used in weighting
Blue Mountain	2,016	2,024	2,024	2,044	2,044	19	2,024	1,975	2,024	2,024	2,044	2,044	19	2,024
Central Oregon	5,143	4,810	4,810	4,856	4,856	46	4,810	4,900	4,810	4,810	4,856	4,856	46	4,810
Chemeketa	10,956	10,335	10,335	10,435	10,435	99	10,335	10,528	10,335	10,335	10,435	10,435	99	10,335
Clackamas	7,047	7,061	7,061	7,129	7,129	68	7,061	7,018	7,061	7,061	7,129	7,129	68	7,061
Clatsop	1,234	1,208	1,208	1,219	1,219	12	1,208	1,221	1,208	1,208	1,219	1,219	12	1,208
Columbia Gorge	893	873	873	873	873	-	873	868	873	873	873	873	-	873
Klamath	1,771	1,821	1,821	1,838	1,838	17	1,821	1,811	1,821	1,821	1,838	1,838	17	1,821
Lane	9,025	8,317	8,317	8,396	8,396	80	8,317	8,487	8,317	8,317	8,396	8,396	80	8,317
Linn Benton	5,742	5,626	5,626	5,680	5,680	54	5,626	5,683	5,626	5,626	5,680	5,680	54	5,626
Mt. Hood	8,232	8,015	8,015	8,092	8,092	77	8,015	7,996	8,015	8,015	8,092	8,092	77	8,015
Oregon Coast	457	455	455	455	455	-	455	457	455	455	455	455	-	455
Portland	26,730	25,816	25,816	26,064	26,064	248	25,816	25,980	25,816	25,816	26,064	26,064	248	25,816
Rogue	4,630	4,502	4,502	4,546	4,546	43	4,502	4,516	4,502	4,502	4,546	4,546	43	4,502
Southwestern Oregon	2,600	2,471	2,471	2,494	2,494	24	2,471	2,511	2,471	2,471	2,494	2,494	24	2,471
Tillamook Bay	410	423	423	423	423	-	423	416	423	423	423	423	-	423
Treasure Valley	1,736	1,613	1,613	1,629	1,629	15	1,613	1,650	1,613	1,613	1,629	1,629	15	1,613
Umpqua	2,888	2,797	2,797	2,824	2,824	27	2,797	2,825	2,797	2,797	2,824	2,824	27	2,797
Totals	91,504	88,167	88,167	88,996	88,996	830	88,167	88,942	88,167	88,167	88,996	88,996	830	88,167

Effective with the August 15th, 2017 1st quarter payment, colleges with less than 1101 FTE are not subject to the growth management cap.

## New Degree / Certificate Programs

### Substantive Changes

Substantive changes including degree or certificate programs planned for 2018 - 2019 (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. (Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

*\* This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
None			



#### Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- **Degree Programs** – list the **names** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the **total number** of academic credit courses offered at the site.
- **Student Headcount** – report the **total number** (*unduplicated headcount*) of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the **total number** (*unduplicated headcount*) of faculty (full-time and part-time) teaching at the site.

#### Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State/Province, Zip/Postal Code	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
OCCC North Center	3788 SE High School Dr.	Lincoln City, OR 97367	None	Varies each Term	No Programs	N/E
OCCC Waldport Center	3120 Crestline Dr.	Waldport, OR 97394	None	3	No Programs	N/E
Newport High School	322 NE Eads St.	Newport, OR 97365	None	3 (2017-2018)	No Programs	1**
Taft High School	3780 Spyglass Ridge Dr.	Lincoln City, OR 97367	None	8 (2017-2018)	No Programs	3**
Toledo High School	1800 NE Sturdevant Rd.	Toledo, OR 97391	None	2 (2017-2018)	No Programs	1**
Waldport High School	3000 Crestline Dr.	Waldport, OR 97394	None	2 (2017-2018)	No Programs	2**
	**Instructors are employed by LCSD and					
	meet PCC/OCCC instructor qualifications					
	N/E: not exclusive to this site					



**Distance Education**

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

*\* This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
None						

#### Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- **Degree Programs** – list the **names** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the **total number** of academic credit courses offered at the site.
- **Student Headcount** – report the **total number** (*unduplicated headcount*) of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the **total number** (*unduplicated headcount*) of faculty (full-time and part-time) teaching at the site.

#### Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State/Province, Zip/Postal Code	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None						



## Preface

CHANGES SINCE LAST REPORT  
ELIGIBILITY REQUIREMENTS

# **Oregon Coast Community College**

## **Institutional Changes Since Last NWCCU Reporting**

*Last Report: Year 7 Self-Evaluation Report submitted as stand-alone addendum to  
Portland Community College Year 7 Self-Evaluation Report, Spring 2015*

### **Relationship with 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.
- PCC has experienced transitions in leadership in multiple positions integral to the two colleges' relationship, yet 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 eventually assume all functions currently delivered by PCC under the Educational Services Agreement.

### **Institutional Planning**

- The College has restructured its Core Themes from four to two (Student Success and Educational Pathways) and has adopted definitions that are meaningful and measurable, with a single overarching objective statement for each core theme. Multiple sub-objectives and related indicators of achievement have been developed, and will be finalized by the Instructional Leadership Team this year.
- The College has defined mission fulfillment within two aligned frameworks which identify outcomes and shape how the College uses its resources to meet the post-secondary educational needs of the community. These frameworks are the Core Themes and the Five Big Ideas Strategic Framework. The Framework broadly guides the actions that support mission fulfillment. The Student Success core theme focuses on student attainment, individually and as cohorts. The Educational Pathways theme focuses on the efficacy of pathways provided by the College, and the impacts of those pathways upon the community and region. The College is in the process of completing the identification of specific goals and acceptable thresholds of achievement for each core theme.
- The College has made improvements toward linking institutional planning with its budget development process. The College was able to take a first step by establishing a Strategic Initiative Fund within the President's budget beginning in 2015-to fund initiatives that support the outcomes of the Core Themes and Five Big Ideas Strategic Framework. In order to support the integration of planning and budget at operational levels, significant improvements were required in the financial and staff systems used to develop the institutional budget. This work was completed in 2016-17, and in the current year integration of planning and budget is being piloted for three initiative areas.
- The College and the Foundation worked together to develop an agreement that clearly defines their relationship and alignment between the two entities. The contract is currently under review by counsel for both entities, with finalization anticipated by March 2018.
- The College has developed an 11-year Planning Matrix (Fig. 3.5) that charts the directed evolution of the College from AY 2013-14 (the year we engaged in planning with PCC around the Educational Services Agreement) and looking outward toward AY 2023-24. The Matrix illustrates a scaffolded framework connecting:

- 1) Governance structure;
- 2) Mission, Core Themes, and strategic direction;
- 3) Intentional steps to both add capacity and link financial resources to mission fulfillment; and
- 4) Methods for evaluating mission fulfillment.

As a planning tool, the 11-Year Matrix helps to align college human and financial resources with the functions the College will assume from PCC as part of the transition to independence under the Educational Service Contract.

- OCCC adopted the Voluntary Framework of Accountability (VFA). The VFA relies upon a new state data system (D4A) finalized this year. Our first VFA data reports showing 2-year (from Fall 2014) and 6-year (from Fall 2010) recently became available, and we are beginning to engage with this new data source.
- In 2017 we used the Institutional Capacity Assessment Tool (developed by Achieving the Dream) to understand internal stakeholders' perspectives on the 7 capacity areas identified by ATD as essential to student success. Results of this assessment are being used to focus several student success initiatives.

### **Strengthened Shared Governance Structures**

- The primary vehicle for all college shared governance is College Council (CoCo), which is advisory to the president (CoCo replaces and expands the roles and functions of the previous Council of Curriculum and Instruction). This structure itself continues to evolve to ensure the capacity for all shared governance aspects of independent accreditation. CoCo continues to be the body responsible for curriculum approval at the institutional level. New in 2017-18, there is a CoCo leader meeting between the two CoCo (Faculty) Chairs, the Dean of Academics and Workforce, and the College President in advance of each CoCo meeting, to work collaboratively to develop the agenda and plan topics of discussion.
- The Equity and Inclusion Committee (EIC) was formed in 2016-2017 and is composed of administrators, faculty, staff and students. The EIC is developing processes to ensure the application of a college-wide equity lens when designing new programs and services.
- When the Instructional Leadership Team (ILT) was first formed in 2014, it served as a sub-committee of the Executive Team. At that time, ILT's primary function related to instructional reporting and compliance. In the intervening years, ILT has evolved to take on a broader array of instructional issues – expanding to include new program consideration, scheduling, institutional grants, etc. However, the ILT membership continued to exclusively consist of members of the Executive Team. Since the time of the last report, ILT has been reconstituted as a cross functional group of instructional and student service managers and faculty that work collaboratively to foster fulfillment of OCCC's mission and accomplishment of its core theme objectives, and serves as a conduit for instructional issues to College Council, including curriculum review and recommendation.
- During the Fall term of 2017-18, a review of the current levels of function of the Associated Student Government (ASG) of OCCC was completed, and changes are underway to enhance the ASG structure and to build capacity. Later this year ASG will be applying for the Oregon Council of Student Services Administrators (CSSA) Student Government Certification to align with best practices among student government groups at Oregon community colleges.

## **Continued Strengthening of Leadership Capacity and Organizational Development**

- The College is filling positions and evolving the organizational structure to align with its mission and build capacity toward independence. Long-term interim placements have been eliminated, and now only occur to fill new vacancies while permanent staff are recruited and hired.
- The College split the position of the Dean of Instruction and Student Services into two senior-level management positions: The Dean of Academics and Workforce and the Dean of Students.
- The College has expanded the position of the Executive Director of the Foundation to a full-time, director-level member of the Executive Team, providing better linkage and mission alignment between Foundation and College activities.
- The College has shifted its Library Services and its Tutoring/Career Center functions from Student Services into Instruction. This realignment of services brought two additional mid-level management positions into Instruction, which builds Instruction's capacity to identify and meet the academic and workforce needs of the community.
- The College hired a Human Resources Manager and expanded the position to include a focus on Process Improvement. Previously the HR Manager position was filled by a temporary employee.
- The College has brought Information Technology (IT Support Services Manager) and Custodial (Facilities & Safety Manager) in-house. Previously the functions were contracted services.
- The College has contracted with Linn-Benton Community College to provide increased capacity for Institutional Research/Institutional Effectiveness services and support, and two IR staff from Linn Benton CC are assigned to meet the IR needs of OCCC.

## **Evolving Educational Pathways**

- The College assesses the needs of individuals and employers, and responds by designing pathways and partnerships that address community and regional priorities. The College is investing in new courses and programs. And, as community needs and employer hiring practices have changed, the College has also taken the responsible step of eliminating an existing program and reallocating resources. In eliminating the program, the College demonstrated its commitment to serving students and to following NWCCU standards by making appropriate arrangements to ensure that students enrolled in the program had an opportunity to complete the program in a timely manner and with minimum disruption. All curricular changes were reported to, and approved by, PCC's curriculum approval processes.
- The College has partnered with the Lincoln County School District to develop an Early Childhood Education Program. The following certificate will be added for Fall 2018 (pending PCC, NWCCU, and State approval; approved through the OCCC curricular process 1/2018):
  - Early Childhood Education Less Than One Year Career Pathway Certificate (LTOY CPC)
- The College expanded the Emergency Medical Services offerings. The following certificate was added in Winter 2017:
  - Advanced Emergency Medical Technician Certificate of Completion (CC)
- The College suspended the Criminal Justice Program. The following degree and certificate were suspended in Spring 2017 (with program teach-out through Spring 2018):
  - Associate of Applied Science (AAS) Criminal Justice Degree
  - Corrections Technician: Career Pathway Certificate (CPC)

- The College expanded programmatic offerings in Business by adopting PCC's Associate of Applied Science (AAS) Degrees and less 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

### **Selected Operational Improvements**

- Seven Oregon community colleges, including OCCC, issued a joint RFP for a new Enterprise Resource Platform (ERP) and are currently reviewing four vendors. OCCC anticipates the replacement of our current system during the 2018-2019 AY, leading to operational efficiencies and improvements once data migration and staff training is completed.
- The College has upgraded its Learning Management System (LMS) from an older, unsupported version of Moodle to state-of-the-art Canvas.
- The College has purchased an early alert and student tracking system (AVISO, implemented Fall 2017) that links student data from the ERP and LMS to instructor initiated alerts, which has led to significant changes in advising.
- The College has automated its payroll system through a software product, Paycom.
- The College has substantively improved its HR functions through the implementation of an applicant tracking system, talent management system, and the electronic delivery and tracking of compliance training and professional development.
- The College has made significant progress in emergency planning and response.
- The College has added evening administrative support and security at the Central campus, and is reviewing needs at the North Center.
- The College has enhanced its student services and outreach to high school students (Navigate Program) and underserved groups (*Juntos*).
- The College has improved access to programs and services in North County.
- The College has secured 50% funding through a state match toward its next building to house CTE and Workforce programs.
- The College has redesigned its website.
- The College is upgrading its IT infrastructure.
- The College has implemented Office 365, giving students equitable access to college email accounts and the full suite of Office products.
- The College is continually adding new services and programs to help our students be successful; examples include a new advising webpage, multiple-measures placement, SharkBytes all-day new-student orientation, and more.



## Eligibility Requirements: Overview

Oregon Coast Community College fully meets the NWCCU Eligibility Requirements for Candidates for Accreditation and Accredited Higher Education Institutions. Subsequent to the NWCCU Technical Visit (Nov. 29, 2017) the College was advised to include in our self-study report thorough explanations of how the eligibility requirements are met, as follows:

*"Of vital importance within the self-study report is a thorough description, with examples, how the College currently meets the Commission's expectations regarding each and every Eligibility Requirement. When the requirement is met through the existing inter-agency agreement with Portland Community College (PCC), the Commission expects a full description of how the College will meet the requirement when the agreement expires."*

– Email communication, Valerie Martinez, Dec. 8, 2017

Three of the 24 Eligibility Requirements contain elements which OCCC meets through the Educational Services Agreement with PCC. In all of these areas, OCCC is either already assuming some aspects of the work as allowed by PCC, has processes running in parallel with PCC, or is in the process of planning and capacity building for eventual assumption of the functions. The three impacted ERs are summarized here:

**ER 1 Operational Status:** OCCC has been fully operational and has offered educational programs, degrees and certificates since 1987. PCC maintains the academic records of OCCC students and currently awards their credits, certificates and degrees, in order that the students benefit from the accreditation status of PCC.

**ER 4 Operational Focus and Independence:** OCCC has independence in all College operations except for limited functions which must remain under the direct control of PCC until OCCC might gain independent accreditation with NWCCU. The operational functions delivered by PCC are faculty review of shared curriculum and faculty qualifications for employment, and some student services operations in areas of Financial Aid & Veterans, Student Records, and in Awarding Degrees and Certificates.

**ER 10 Faculty:** The faculty of OCCC are well qualified and sufficient in number to fully address all aspects of NWCCU's Faculty Eligibility Requirement. Faculty are independently hired and evaluated by OCCC. The faculty of OCCC are necessarily constrained in their roles by the agreements within the Educational Services Agreement with PCC regarding curriculum and academic policies.

The College's Educational Services Migration Plan documents the plans in place to complete the full assumption of these duties by OCCC within the period of candidacy. A thorough description of how the College currently meets the Commission's expectations regarding each and every Eligibility Requirement follows.



## ER 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.*

Oregon Coast Community College opened its doors to credit students in the summer of 1987, and each year since students have actively pursued and completed degree and certificate programs. In the last 15 years (June 2002 – June 2017) OCCC students have earned 1,227 degrees and certificates (credits, certificates and degrees earned at OCCC since July 1, 2014, per the colleges' Educational Services Agreement, appear on the transcripts of Portland Community College (PCC)). Most recently, in June 2017, the College awarded 56 associate degrees and 75 certificates. The associate degrees were in several areas, including 34 AAOT (Associate of Arts Oregon Transfer) degrees, 14 AAS (Associate of Applied Science) in Nursing degrees, four AAS in Aquarium Science degrees, and four AAS in Criminal Justice degrees. In addition to the credit lower-division transfer and Career and Technical Education programs, the College offers coursework in adult basic skills, English as a Second Language education, GED, small business and workforce development, and community education.

The Educational Services Agreement with PCC does not impact the operational status of Oregon Coast Community College. PCC does, however, maintain the academic records of OCCC students and currently awards their credits, certificates and degrees, in order that the students benefit from the accreditation status of PCC. OCCC will develop the systems to assume this function independently by 2022. Details for the transition are included in the Educational Services Migration Plan.

### *Supporting Documentation*

College Catalog 2017-18 (Appendix 3)

Educational Services Migration Plan (Appendix 4)

## ER 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.*

Oregon Coast Community College is authorized to operate and award degrees as a higher education institution by the State of Oregon's Higher Education Coordinating Commission (HECC). The HECC is the single state entity responsible for ensuring pathways to higher educational success for Oregonians statewide, and serves as a convener of the groups and institutions working across the public and private higher education arena.

The leadership, governance and operations of higher education institutions is the responsibility of their respective presidents, governing boards of directors and administrators. The HECC works closely with institution leadership and faculty, who regularly engage in Commission meetings, as well as in the work of HECC subcommittees and work groups. Oregon Coast Community College is one of the [17 community colleges](#) in Oregon authorized by the HECC.

OCCC serves Lincoln County, and operates in compliance with Oregon Revised Statutes Chapter 341, the policies of the HECC and the Office of Community Colleges and Workforce Development (CCWD) and the adopted policies of its elected governing board, the Board of Education of Oregon Coast Community College.

While currently the degrees and certificates earned at OCCC are awarded by Portland Community College (under the Educational Services Agreement), authorization of OCCC by the HECC exists independently of this arrangement. OCCC will not require further authorization from the HECC when the College assumes responsibility for issuing its own degrees and certificates.

### *Supporting Documentation*

[Higher Education Coordinating Commission \(HECC\) website](#)

[Oregon Revised Statute Chapter 341: Community Colleges](#)

[Community College and Workforce Development \(CCWD\) Website](#)

Board Policies (Appendix 1)

[OCCC Board of Education](#)

### ER 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.*

#### **Our Mission**

*At Oregon Coast Community College we equip students for success by providing educational pathways and supports in response to the diverse needs of our community. Through accessible and engaging programs, we enrich the economic and civic vitality of Lincoln County and beyond.*

The College's mission and core themes are clearly defined and are appropriate to a degree-granting institution of higher education. The mission was adopted by the OCCC Board of Education on October 15, 2014. The College also adopted core themes, clearly defined and approved by the Board of Education in their final form August 23, 2017. The two core themes of Student Success and Educational Pathways are derived from the mission statement and are appropriate to a degree-granting institution of higher education. The core themes and objectives shape how the College uses its resources and are dedicated to meeting the post-secondary educational needs of the community. College staff reviews and analyzes related data points each year to make recommendations for continued improvement, to suggest budgetary implications related to that improvement, and to assist in reporting processes.

The purpose of Oregon Coast Community College is to serve the post-secondary educational interests of our students and community. Our principal programs lead to recognized degrees and certificates, as further described in Standard 2.C. OCCC devotes substantially all its resources (human, facilities, infrastructure, fiscal) to support its educational mission, vision, core themes and strategic planning. Fig. ER1, on the following page, is excerpted from the 2016-2017 budget and demonstrates the allocation of fiscal resources to the college functions that in totality provide the financial support for fulfillment of OCCC's mission.



## 2016-2017 General Fund Expenditures by Function

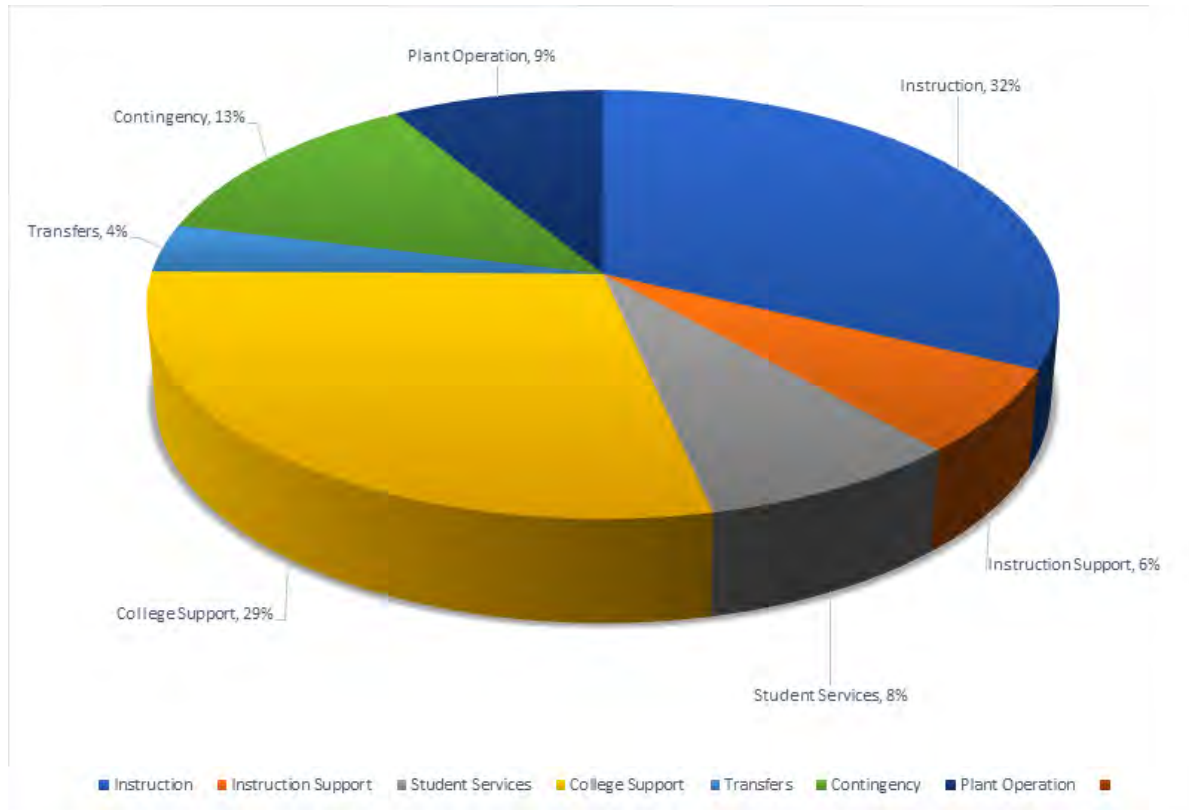


Fig. ER.1

## General Fund Support Functions

**Instruction:** Includes expenditures for all activities that are part of the College's primary mission, instruction, including expenditures for departmental administrators and their support.

**Instruction Support:** Includes funds expended to provide support services for the institution's primary mission of instruction. In addition to faculty development and the learning management system, it also includes expenditures for library services, academic managers, and their support.

**Student Services:** Includes funds expended for Enrollment Services and activities with the primary purpose of contributing to students' emotional and physical well-being and intellectual, cultural, and social development outside the context of formal instruction programs.

**College Support:** Includes expenditures for activities concerned with management and long-range planning for the entire institution, such as the governing board, planning and programming, and legal services; fiscal operations, investments; information technology; space management; personnel management and records; logistical activities that provide procurement and storerooms; support services to faculty and staff that are not operated as auxiliary enterprises; and activities concerned with community and alumni relations, including development and fund raising.

**Plant Operations:** Includes expenditures for administrative activities that directly support physical plant operations. Activities related to the development of plans for plant expansion or modification, as

well as plans for new construction, should be included. Also included are expenditures for activities related to routine repair and maintenance of buildings and other structures, including normally recurring repairs and preventive maintenance, and expenditures related to the operation and maintenance of landscape and grounds, and custodial services in buildings.

**Transfers:** Transfers are resources transferred to other funds.

**Contingency:** Contingency budget account provides for contingencies, unanticipated events, or to hold funds for future distribution.

OCCC fully meets Eligibility Requirement 3: Mission and Core Themes. The College does not rely upon the Educational Services Agreement with Portland Community College in any way to meet this requirement.

#### *Supporting Documentation*

Board of Education Minutes, October 15, 2014 (Appendix 4)

Board of Education Minutes, August 23, 2016 (Appendix 4)

Vision, Mission, Value and Core Themes Statement (Appendix 1)

2016-2017 College Budget (Appendix 4)

2017-2018 College Budget (Appendix 4)

## ER 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.*

As is true for many community colleges in rural America, OCCC is part of the lifeblood of our community. Lincoln County, Oregon relies upon OCCC to help drive economic opportunity and engagement, to act as a hub of information and cultural development, and to provide personal training and enrichment. Most important, however, to our community and our college, is the provision of access to high quality, rigorous, and meaningful higher education for our students. Our programs and services are described in the 2017-2018 Catalog and are predominantly concerned with higher education and student success. Then, as capacity allows, we seek to deliver upon other community expectations whenever and wherever we can. Often, our provision of higher education also meets other expectations. For example, one of our most popular degrees is the Associate of Applied Science Degree in Nursing. As of June 2017, 175 nurses have completed this degree and predominantly found local employment at some of the highest starting wages in our region and state. Not only are the individual students in an improved situation; the community as a whole benefits as well. A well-prepared nursing workforce has helped attract and retain hospitals and physicians, and as a result we have a healthier community. Nurses are just one example of our students. Most students come to OCCC with the goal of completing up to the first two years of a baccalaureate degree locally, before transferring to a University. We also provide AAS degrees in Business fields and Aquarium Science, along with a number of certificates that meet student and community needs.

OCCC has sufficient and robust organizational capacity and operational independence to be held accountable and responsible for meeting the Commission's requirements and standards for independent accreditation.

- We continue to fully meet the 24 Eligibility Requirements, as was initially recognized by the Commission in 2016 with the granting of Applicant Status.
- With this current report and visit seeking initial candidacy, we demonstrate compliance with the majority of Commission standards and policies, and capacity to demonstrate full compliance with all Commission standards and policies within the five years of the candidate phase.
- Our plans to address the limited areas not yet in compliance within the candidate phase are feasible, realistic, and achievable within this time frame. The College's Educational Services Migration Plan documents the plans in place to complete the full assumption of these duties by OCCC within the period of candidacy.

OCCC has independence in all operations except for limited functions identified in the Educational Services Agreement with Portland Community College (PCC). The purpose of this agreement is to ensure that Lincoln County students have the full benefit of regional accreditation. For NWCCU and PCC to extend the benefits of PCC's accreditation standing to OCCC programs, certain functions must remain under the direct control of PCC until OCCC might gain independent accreditation with NWCCU. The remaining functions assumed by PCC under the Educational Services Agreement are:

- Curriculum development and assessment (parallel process at OCCC is in place).
- Local Control of Faculty Qualifications
- Local Control of Academic Policies
- Student Services areas of Financial Aid & Veterans, Student Records, Awarding Degrees and

Certificates (portions of these processes are now being delivered by OCCC, with PCC approval)  
OCCC is developing the systems to assume these functions independently by 2022. Details for the transitions are included in the Educational Services Migration Plan.

*Supporting Documentation*

College Catalog 2017-18 (Appendix 3)

Organizational Charts (Appendix 4)

Educational Services Migration Plan (Appendix 4)





## ER 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.*

Oregon Coast Community College is governed and administered with respect for the individual in a nondiscriminatory manner. OCCC offers its programs and services in full compliance with all applicable federal and state rules and regulations pertaining to the rights of both employees and students. OCCC goes beyond compliance to operate in a respectful, non-discriminatory and welcoming manner. The College's position regarding non-discrimination is established in Board Policy and Administrative Policy, and is publicized in either full form or abbreviated form in multiple places, including the OCCC website, catalog, student handbooks, and course syllabi.

The Oregon Coast Community Board of Education is committed to ensuring that students, employees and the public do not encounter discrimination in any form at the College. The Board reaffirms this commitment via the following statement of assurances regarding non-discrimination.

*The College prohibits unlawful discrimination based on race, color, religion, national origin, sex, marital status, disability, veteran status, age, sexual orientation, or any other status protected by federal, state, or local law in any area, activity or operation of the College. The College also prohibits retaliation against an individual for engaging in activity protected under this policy, and interfering with rights or privileges granted under anti-discrimination laws. In addition, the College complies with applicable provisions of the Civil Rights Act of 1964 (as amended), related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (as amended), Uniformed Services Employment and Reemployment Rights Act ("USERRA"), and all local and state civil rights laws. Under this policy, equal opportunity for employment, admission, and participation in the College's programs, services, and activities will be extended to all persons, and the College will promote equal opportunity and treatment through application of this policy and other College efforts designed for that purpose.*

*The College will make specific contact information (title, name, phone, email, mailing address) for employees with responsibility for non-discrimination coordination publicly available so that persons having questions about equal opportunity and nondiscrimination at the College are easily able to make such inquiries.*

Administrative Policy reads the same as the Board Policy, except that it includes the following contact information:

*Persons having questions about equal opportunity and nondiscrimination should contact either:*

- *Dean of Students Cindy Carlson 541-867-8511, ccarlson@oregoncoastcc.org*
- *Human Resources Manager Joy Gutknecht 541-867-8515, joy.gutknecht@oregoncoastcc.org.*

The College has also established policy specific to Title IX compliance, and identified staff roles and responsibilities in accordance with federal requirements.

OCCC fully meets Eligibility Requirement 5: Non-Discrimination. The College does not rely upon PCC or the Educational Services Agreement in any way to meet this requirement.

### *Supporting Documentation*

Board Policy 301: Assurances Civil Rights and Nondiscrimination – Draft, Pending Board Approval (Appendix 1)

Board Policy 212: Title IX, Gender-Based and Sexual Misconduct (Appendix 1)

Gender-Based and Sexual Misconduct Policy (Appendix 1)



## ER 6: Institutional Integrity

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

OCCC establishes and adheres to ethical standards via Board Policy 706, Ethical Conduct and Conflict of Interest. BP 706 is mainly derived from Oregon Revised Statute (ORS) Chapter 244-Government Ethics. BP 706 states:

*Oregon Coast Community Board of Education members and employees will adhere to state laws relating to conflict of interest and government ethics. College employees will not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as staff members. If an employee has a potential or actual conflict of interest, the employee must notify his/her supervisor, in writing, of the nature of the conflict and request that the supervisor appropriately disposes of the matter giving rise to the conflict.*

*The President will establish administrative regulations to keep the College in compliance with ethics statutes and to prevent College resources from being used for personal gain. The regulations may address proper use of College resources, facilities and equipment; employment and reporting relationships of relatives of OCCC employees; the acceptance of gifts, honoraria and reimbursement for expenses.*

*To avoid nepotism in supervision, the Board of Education directs that no employees be assigned in any position where the employee would be responsible to a member of his/her family. Similarly, no employees may serve in any hiring capacity wherein an applicant is a family member. Family, as used in this policy and as defined by law means the wife, husband, son, daughter, mother, father, brother, brother-in-law, sister, sister-in-law, son-in-law, daughter-in-law, mother-in-law, father-in-law, aunt, uncle, niece, nephew, stepparent or stepchild of the individual.*

Conduct regarding purchasing and contracts is governed by BP 615, which states in part:

*College procedures and rules will provide for the fair and equitable treatment of all persons involved in public purchasing by OCCC, to maximize the purchasing value (e.g. vendor's ability to respond, reputation of bidding firm, quality of both materials and services) of public funds and procurement, and to provide safeguards for maintaining a procurement system of quality and integrity. The college will always respect the public trust, avoiding any real or perceived favoritism in purchasing and contractual matters. Administrative rules of the college will be strictly adhered to by all agents of the college.*

OCCC fully meets Eligibility Requirement 6: Institutional Integrity. The College does not rely upon the Educational Services Agreement in any way to meet this requirement.

### *Supporting Documentation*

Board Policy 706: Ethical Conduct and Conflict of Interest (Appendix 1)

Board Policy 615: Contracting (Appendix 1)

Oregon Revised Statute (ORS) Chapter 244-Government Ethics

## ER 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 Board of Education chair Debbie Kilduff, left, and vice-chair Nancy Osterlund.*

Oregon Coast Community College is a single-unit institution governed by a Board of Education consisting of seven publicly elected voting members within the community college service district of Lincoln County, Oregon. While Board members are elected to represent a zone within the larger community college district, they only have authority to act as a full Board. No members of the board have contractual, employment, or personal financial interest in the College.

The Board is responsible for the quality and integrity of the programs and services of OCCC and to ensure that the College is operating to achieve the College's mission (Board Policy 203: Powers and Duties). Through trainings and discussion, they understand their duty to ensure that the institution's mission and core themes are being achieved. In addition to annual reviews of Board roles during a Board meeting, one to three Board members also participate regularly in Board trainings provided by the Oregon Community College Association.

Board members are highly committed to the success of OCCC students and are also highly engaged in the community. The average tenure on the Board is 9 years, the longest serving board member was elected in 1987 when the College was founded, and the newest member was elected in 2017.

The Educational Services Agreement with Portland Community College (PCC) does not impact OCCC's fulfillment of the Governing Board Eligibility Requirement.

OCCC fully meets Eligibility Requirement 7: Governing Board. The College does not rely upon the Educational Services Agreement in any way to meet this requirement.

### *Supporting Documentation*

[Board of Education Webpage](#)

Board Policy 203: Board Powers and Duties (Appendix 1)

[OCCA Board Handbook 2016](#)



**Chris Chandler**  
**Elected in 2003, 2007, 2009, 2013 & 2017**  
**Represents Zone 5**

Chris Chandler served as board Chair from July 2013 to July 2016 and as a past as the Board's representative to the Oregon Community College Association (OCCA). Chris is the Public Affairs Manager for Central Lincoln PUD. Chris began higher-education while still in high school through dual credit and on-site coursework from Umpqua Community College, allowing her to earn her bachelor's degree (Biola University, BA Communications) three years after high school graduation. She is passionate about community colleges, especially given their vital role in rural counties such as Lincoln County.



**Rich Emery**  
**Elected in 2017**  
**Represents Zone 1**

Rich Emery retired in June 2016 after 30 years teaching accounting and taxation at Linfield College in McMinnville. He is also a retired CPA and CFP with 15 years public accounting experience. Rich served on the Lincoln City Planning Commission from 2003 through 2011, the last four years as chair, and is currently serving his second year on the Episcopal Diocese of Oregon's Board of Trustees. He is the current representative for the college on the Oregon Community College Association board.



**Debbie Kilduff**  
**Appointed in 2013, Elected in 2015**  
**Represents Zone 7**

Debbie Kilduff is serving her second year as Board Chair and previously represented the College on the Oregon Community College Association board. She retired in 2008 after teaching for 30 years with the Lincoln County School District. Most of these years were spent in south county schools, teaching in the elementary and middle school. At LCSD she served on curriculum committees and leadership teams and was deeply involved in the passing of several bond measures that allowed for the building of several new schools in the county. Debbie holds a bachelor's degree in Elementary Education from University of Oregon and a master's degree in Curriculum and Instruction from Portland State University.



**Alison Nelson-Robertson**

**Elected 2013, 2017 • Represents Zone 2**

Alison Nelson-Robertson is the Director of the Urban Renewal Agency in Lincoln City, Oregon, and a member of the American Institute of Certified Planners. Allison's educational pursuits began at Mira Costa Community College in San Diego, and she now holds a Master of Urban and Regional Planning from University of California, Irvine, with an emphasis in Urban Design and Behavior. She has served as a board member for the Lincoln Community Land Trust that provides homeownership opportunities for working individuals and families in Lincoln County. Allison is passionate about collaboration for healthy environments and continues to perfect the art of offering her "city mouse" ideas and visions for a sustainable Coast with a grounded, "country mouse" pragmatism and sensibility.



**Nancy Osterlund**

**Elected 2015, Represents Zone 4**

Nancy Osterlund serves as Vice Chair of the OCCC Board and liaison to the OCCC Foundation Board, where she also serves on the scholarship committee. She and her husband are long-time residents of Lincoln County, arriving in Toledo more than 50 years ago. She returned to college as an older adult, earning a bachelor's Degree in Secondary English and a Master's in Education. She began her teaching career with the Lincoln County School District in Siletz. When the high school merged with Toledo, she moved with the students and spent 20 happy years teaching English to high school juniors and seniors until retiring in 1998. Since retirement, Osterlund has focused much of her community activities on the United Methodist Church.



**Jeff Ouderkirk**

**Elected in 1987, 1999, 2003, 2007, 2011 & 2015, Represents Zone 3**

Jeff Ouderkirk is an original board member from 1987 and has served several terms as Chair. He holds a Juris Doctor graduate of University of Oregon and is the founding partner of Ouderkirk & Hollen Law Offices. Jeff is involved in many professional organizations including Lincoln County Bar Association, past president; Oregon State Bar Association, member of Law Practice Management Section; American Trial Lawyers Association; Oregon Trial Lawyers Association; and Oregon Criminal Defense Lawyers Association. Jeff is a member of the Newport Chamber of Commerce (past president) and Newport Rotary Club (past president).



**Cliff Ryer**

**Appointed in 2012, Elected in 2015, Represents Zone 6**

Clifford Ryer works as a fisheries biologist and ecologist for the National Oceanic and Atmospheric Administration. He holds a Ph.D. in marine science from the College of William and Mary in Virginia, as well as a MS from William and Mary and a BS from Juniata College in Pennsylvania. Clifford moved to the central Oregon coast in 1987 and has been active in mentoring students from Oregon State University at the Hatfield Marine Science Center, as well as participating in science enrichment activities in local elementary and high schools. Through serving on the College board, he has gained a greater understanding of the importance of OCCC to our community's character and economic vitality.



## ER 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*

In April 2014 the Board selected and appointed Dr. Birgitte Ryslinge as the College's fifth president, and she began her tenure on July 1, 2014. The Board of Education was clear in their recruitment that they sought a president who would bring commitment, excitement, and expertise to leading OCCC to pursue independent accreditation. The College also needed a leader committed to small-town, rural communities, and one sensitive to the expectations of community colleges in such places. In Dr. Ryslinge they found both.

Dr. Ryslinge's 15 years of experience in community college leadership includes teaching, chief academic officer, campus president, work force development, fund-raising, and accreditation within two commissions (NWCCU and ACCJC). She grew up in small rural towns, and has worked professionally in them as well. Dr. Ryslinge is an immigrant raised in poverty, and the first in her family to earn a college degree. Her background and experience make her an impressive advocate for students and the power of education to transform lives and futures of individuals and communities.

Dr. Ryslinge's resumé and goals are included as supporting documentation. The employment contract clearly states that her full-time responsibility is to the College. She is not an officer of the Board.

OCCC fully meets Eligibility Requirement 8: Chief Executive Officer. The College does not rely upon the Educational Services Agreement in any way to meet this requirement.

### *Supporting Documentation*

President Ryslinge Contract (available upon request)

President Ryslinge Resumé (Appendix 4)

President's Goals, 2017-19 (Appendix 4)



*Dr. Birgitte Ryslinge  
President*



## ER 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.*

In addition to the president, Oregon Coast Community College employs 14 qualified administrators who provide effective leadership and management for the College's major support and operational functions. This is a sufficient number given the College's current size of approximately 40 full-time and 65 part-time employees, and a headcount of approximately 2,000 students taking 5,200 courses in a year, and provides capacity for college growth.

It is anticipated that within the next five years, the College's assumption of the remaining services currently provided by Portland Community College via the Educational Services Agreement will require the addition of three to five staff at OCCC, of which one or two might be mid-level managers. The College's staffing structures are available in organizational charts detailing administrative and support service functions. Standard 2.A.11 of this report (see Table 2.4) outlines the assignment of responsibility and authority for the College's major support and operational functions.

OCCC is endeavoring to build a college culture in which collaboration between all areas is the norm. The Management Commitments for Student and Institutional Success articulate collaboration as essential, and these principles are included in recruitment materials and management assessments. Additionally, meetings between various configurations of managers occur weekly, along with annual retreats. Retreats include reflection, team-building, and planning for the upcoming year. Weekly management meetings are intended to be forums for implementation and problem solving, and the sharing of activities to understand potential impacts and synergies. We are also in the process of reviewing administrative policies to ensure that processes include structured points of interface across functions. It is also our practice to create cross-functional work teams to address opportunities and issues as they arise. Examples include work teams for Early College, Textbook Affordability, and Civil Rights Review. Through the expression of a desired culture of collaboration, and supporting activities and structures, OCCC fosters fulfillment of its mission statement and achievement of its core themes.

OCCC fully meets Eligibility Requirement 9: Administration. The College does not rely upon the Educational Services Agreement in any way to meet this requirement.

### *Supporting Documentation*

Management Commitments for Student and Institutional Success (Appendix 4)

Organizational Charts (Appendix 4)

College Catalog 2017-18 (Appendix 3)



*Larry Boles  
Aquarium Science  
Program Manager*

## ER 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.*

Consistent with OCCC's mission and core themes, faculty are appropriately qualified and sufficient in number (given the size of the institution and number of students served) 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. Currently the College employs and regularly evaluates the performance of 12 full-time and 48 part-time faculty. Of these individuals, five full-time and 24 part-time teach general education courses, five full-time and 18 part-time teach Career and Technical courses, and two full-time and three part-time teach developmental education courses. The Director of Health and Human Services and the Manager of Aquarium Science/STEM Coordinator also have teaching responsibilities.

The College also relies upon the Educational Services Agreement with Portland Community College (PCC) to meet limited aspects of the Faculty Eligibility Requirement. Dependence is related to explicit oversight requirements for PCC to ensure that OCCC processes and procedures are consistent with the NWCCU accreditation standards as fulfilled by PCC.

### **Faculty Governance Interface of OCCC and PCC: Curriculum and Academic Policies**

In understanding the faculty governance relationships regarding faculty roles in achieving educational objectives and ensuring the integrity and continuity of academic programs, it is helpful to think in terms of two different categories of curriculum offered at OCCC: shared and unique to OCCC. Shared curriculum is developed and evaluated by PCC and includes the following discipline areas offered at OCCC: general education, developmental education (excluding non-credit GED and ESL), and some career technical curriculum (currently Business, Criminal Justice, and Emergency Medical Technician, with Early Childhood Education pending approval). Curriculum unique to OCCC is Nursing, Medical Assisting, Certified Nursing Assistant, and Aquarium Science.

At PCC the primary vehicles for faculty involvement in matters related to shared curriculum are the Subject Area Committees (SAC). These committees consider issues such as instructional materials selection and faculty qualifications, as well as the development, review and evaluation of curriculum. The Educational Services Agreement specifies that OCCC Faculty may participate in the PCC SACs. Until OCCC is independently accredited, the input of OCCC faculty into these shared curriculum matters will be through the SACs. For curriculum unique to OCCC, our own faculty work in partnership with administration to achieve educational objectives and ensure the integrity and continuity of our academic programs. This extends to developing and assessing curriculum, establishing faculty qualifications, and selecting instructional materials. The OCCC vehicles for this input include department meetings with faculty and administration, CTE advisory boards (upon which faculty serve), the Instructional Leadership Team, and College Council. Recommendations for curriculum and faculty qualifications unique to OCCC are still subject to the approval of PCC, in keeping with their oversight role for NWCCU accreditation compliance.

The Educational Services Agreement also establishes that OCCC will adhere to and comply with PCC's academic policies and procedures, which are established at PCC by their Academic Policies and Standards Committee, a standing committee of the Educational Advisory Council (EAC).

OCCC administration and faculty are well aware of the need for independent systems and processes for these functions (curriculum and academic policies) appropriate to the unique environment and

size of the College. Some functions are already addressed via parallel processes, and others are in planning and capacity building for the full assumption of all responsibilities within the period of candidacy. OCCC faculty and administration are looking forward to assuming full responsibility for these functions.

### **Faculty Employment, Qualification, Evaluation**

OCCC independently employs all faculty, and has done so since 1997. The Educational Services Agreement recognizes that OCCC is fully responsible for hiring, employing, supervising, evaluating, and compensating OCCC faculty. Faculty are represented by a union, and employment conditions for faculty are bargained with management via collective bargaining. As described above, OCCC ensures that faculty are appropriately qualified by using the instructor qualifications established by OCCC faculty and administration for curriculum unique to OCCC, and by the PCC SACs for all shared curriculum areas. PCC also has a provisional approval process wherein an instructor who does not meet the minimum qualifications may be approved for a limited assignment, typically restricted to specific sets of courses, and specific provisions, or criteria. The hiring administrator (Dean of Academics and Workforce (DAW) or the Director of Health and Human Services and Careers) together with the Human Resources Manager review the qualifications of all faculty applicants to verify they meet the PCC instructor qualifications. In the case of provisional approvals, the DAW seeks review and approval from the PCC VP of Academic Affairs. The verification process is on the PCC/OCCC Instructor Approval form, and offers of employment are contingent upon transcript verification which is completed by the OCCC Human Resources Manager.

Through Instructional Leadership Team and College Council, OCCC faculty have begun considering processes for establishing Instructor Qualifications for the shared curriculum disciplines once we are no longer contracting for educational services from PCC. Those discussions are reflected in the Educational Services Migration Plan.

Faculty evaluation is essential in ensuring the quality of instruction and programs. Full-time faculty serve in a probationary status for the first three years of employment. Probationary faculty are reviewed annually. Upon successful completion of the probationary period, they transition to ongoing faculty status. The annual Probationary Assessment Report uses data from committee member classroom observations, faculty self-assessment, student evaluations, meetings with the Dean of Academics & Workforce or designee, individual development plans and goals, along with professional development activities. Part-time faculty are reviewed during their first term assignment. The OCCC Instructor Evaluation Form is used for the review. Full-time faculty in ongoing faculty status, and part-time faculty beyond their first term assignment, are reviewed at least once every five years. The OCCC Instructor Evaluation Form is used for the review.

### **Educational Objectives, Academic Policies, and Integrity and Continuity of Academic Programs.**

OCCC faculty ensure that students achieve educational objectives and assure the integrity and continuity of academic programs. Academic programs in which the curriculum is unique to OCCC (i.e., Nursing, Medical Assistant, Nursing Assistant, and Aquarium Science) have long-established processes of conducting annual program reviews to ensure the students are meeting programmatic outcomes. In most other curricular areas, OCCC has adopted the PCC curriculum and has relied upon PCC faculty for formal assessment of learning outcomes and for curricular oversight. However, OCCC faculty have begun to build capacity in these areas. In the Spring of 2017, OCCC faculty formed an Assessment Task Force to build capacity within the faculty to conduct Outcomes Assessment at the course, program, and institutional levels. OCCC Math faculty presented their work to the whole faculty at the Fall 2017 In-Service, prompting additional departments (Biology and Medical Assisting) to undertake outcomes assessment projects. Also at the Fall 2017 In-Service, OCCC faculty began exploring possible future comprehensive institutional learning outcomes, with follow-up slated for the Spring 2018 In-Service.

Finally, instructional managers and faculty on the Instructional Leadership Team (ILT) have begun exploring a process for establishing standards for the review of the breadth, depth, scope and sequence of new and existing courses and programs at OCCC. While a parallel process to the PCC curriculum structure currently exists at OCCC, ILT will be reporting its work to College Council (CoCo) throughout the 2017-18 and 2018-19 academic years. The goal of this work is have a robust, OCCC-specific curriculum process and committee structure approved by CoCo in the Spring of 2019.

OCCC faculty have also begun to engage with the PCC SACs to take a more active role. The OCCC Biology department has begun to independently review textbooks and now attends the PCC Biology SAC meetings. As a result, OCCC Biology Faculty have received permission from the PCC Biology SAC to begin using an Open Educational Resource (OER) in the Introductory Biology sequence. Similarly, OCCC has received support from a PCC faculty member of the Economics SAC to provide mentoring to a new OCCC Economics faculty member.

As noted above, the College adheres to the academic policies of PCC as a requirement of the Educational Services Agreement. Discussions and capacity building are occurring regarding the eventual assumption of this function by OCCC faculty and administration. This work is occurring in the Instructional Leadership Team and College Council. Faculty have come to understand their eventual role and responsibility and are engaged in reviewing the PCC Academic Policies to understand what areas will need to be addressed, and to consider what structures will need to be in place at OCCC to support ownership of academic policies. The Educational Services Migration plan describes progress in greater detail.

While full-time faculty steward the institutional curricula, and play active roles in shared-governance, highly-qualified and actively engaged part-time faculty contribute significantly to institutional stability, curriculum development, and college governance. Both part-time and full-time faculty are represented on most major committees throughout the institution (CoCo, ILT, CTE Advisory Committees, and Equity and Inclusion, etc.) and collectively contribute to curricular oversight and assessment.

In summary, the faculty of OCCC are well qualified and sufficient in number to fully address all aspects of NWCCU's Faculty Eligibility Requirement. Faculty are independently hired and evaluated by OCCC. The faculty of OCCC are necessarily constrained in their roles by the agreements within the Educational Services Agreement with PCC regarding curriculum and academic policies. The period of candidacy, if granted, will see the continued development of parallel processes and faculty capacity to independently assume the remaining responsibilities currently situated contractually with PCC. Details for the transition are included in the Educational Services Migration Plan.

#### *Supporting Documentation*

Collective Bargaining Agreement – Faculty (Appendix 5)

[PCC Subject Area Committees](#)

[PCC Educational Advisory Council](#)

[PCC Instructor Qualifications Overview](#)

[PCC Instructor Qualifications](#) by Subject Area

OCCC-PCC Instructor Approval Form (Appendix 3)

Instructor Evaluation Form (Appendix 2)

Performance Assessment Guidelines: Faculty

Educational Services Migration Plan (Appendix 4)

College Council Charter (Appendix 4)

Instructional Leadership Team Summary (Appendix 4)

## ER 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.*

In keeping with its mission and core themes, Oregon Coast Community College provides rigorous educational programs that meet the needs of our communities. These programs are a mix of PCC programs adopted through the Educational Services Agreement (the Associate of Arts Oregon Transfer, Associate of General Studies, Associate of Transfer-Business, various Associates of Applied Science in Business fields, and assorted Business Certificates) and OCCC-specific programs approved via the PCC Curriculum and Degree and Certificate Committees (e.g., Aquarium Science and Nursing). All degree and certificate programs offered by OCCC culminate in clearly identified student learning outcomes. Programmatic student learning outcomes are statewide (e.g., AAOT and the ASOT-Business), set by PCC (e.g., AAS Accounting), or established by OCCC Faculty with input from local advisory committees (e.g., AAS Aquarium Science and AAS Nursing). All CTE Programs have advisory committees composed of industry leaders that meet regularly. These committees aid the programs in remaining relevant and meeting industry standards. Educational programs culminate in achievement of clearly identified student learning outcomes. The Oregon Higher Education Coordinating Commission establishes criteria to which all degrees must adhere, including degree designation consistent with content in recognized fields of study. The HECC identifies the number of credits required for a degree and the number of contact hours required per credit.

Except for the requirement that educational programs unique to OCCC must still be approved by PCC, the College is fully independent in the provision of four educational programs (Nursing, Medical Assistant, Nursing Assistant, and Aquarium Science). While OCCC offers statewide degrees under the approval of PCC, the learning outcomes of these certificates and degrees are dependent upon statewide agreements between community colleges and public universities, and even with independence, OCCC would not have need nor authority to alter these outcomes. In adopting the PCC-specific AAS degrees, OCCC has adopted the program learning outcomes developed by PCC faculty. Over time, and subsequent to independence, OCCC faculty may determine through ongoing assessment to adapt and change these program outcomes for local needs, as long as the HECC degree requirements are met. OCCC administration and faculty have taken numerous steps to build capacity and plan for responsibility of all educational programs offered at OCCC, as follows:

- In 2016, the Board of Education and the President adopted a new CTE Program Selection Rubric to guide OCCC Administration in selecting relevant and sustainable educational programs to meet local and regional needs.
- CTE Programs are either conducting (Nursing, Nursing Assistant, Medical Assisting, EMT, Aquarium Science) or exploring (Business) Program Outcomes Assessment and/or Program Review.
- Transfer and CTE Programs have begun the process of exploring Comprehensive Institutional Learning Outcomes tied to OCCC degree completion as part of an Academic Assessment Plan, with course-level, program-level, and degree-level/general education assessment to be fully in place by Spring 2019.
- The Instructional Leadership Team has begun exploring a process to establish standards for the review of the breadth, depth, scope and sequence of new and existing courses and programs at OCCC, including standards for the review and approval of program-level student learning outcomes. These standards will be fully in place by Spring 2019 and will run in parallel



with PCC curricular processes until such time as OCCC achieves independent accreditation.

The Educational Services Agreement with Portland Community College (PCC) does not impact OCCC's fulfillment of the Educational Program Eligibility Requirement, in that the College already delivers one or more (Nursing, Medical Assistant, and Aquarium Science) educational programs meeting the eligibility requirements.

#### *Supporting Documentation*

College Catalog 2017-18: Degrees and Certificates (Appendix 3)

[Higher Education Coordinating Commission Authority](#)

## **ER 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.*

Per the Educational Services Agreement, Oregon Coast Community College shares curriculum of Portland Community College that includes all general education and related instruction requirements. The transfer associate degrees offered at OCCC require a substantial and coherent component of general education as a prerequisite to, or as an essential element of, the programs offered. Transfer degree programs require a general education core that represents an integration of arts and humanities, social science, math, science, and computer science, as well as health, speech, and cultural literacy.

- All Transfer Degrees (AAOT, ASOT) contain the statewide, agreed-upon general education core requiring two four-credit writing courses, one course in communication, one college-level mathematics course, three credits in Health/Wellness/Fitness, one Cultural Literacy course, three Arts and Letters courses, four Social Science courses, and four Science/Math/Computer Science courses to include three laboratory courses in the biological/physical sciences. Students in the ASOT-Business must also demonstrate proficiency in Computer Applications.

All other associate degree programs (applied science and general studies) and programs of study of 45 quarter credits or more for which certificates are granted have a core of general education and/or related instruction that addresses communication, computation and human relations (including issues of diversity).

- The Associate of General Studies (AGS) requires students to earn a minimum of 16 credits with at least one course each in Arts and Letters, Social Sciences, and Science/Math/Computer Science. Students must also complete WR 121 (English Composition) or better, and complete or pass the competency exam for MTH 65 (Introductory Algebra), its equivalent, or a higher-level math course.
- Associate of Applied Science (AAS) Degrees require students to earn a minimum of 16 credits with at least one course in each of Arts and Letters, Social Sciences, and Science/Math/Computer Science. Students must also complete WR 121 (English Composition) or better, and

complete or pass the competency exam for MTH 65 (Introductory Algebra), its equivalent, or a higher-level math course.

- One-Year Certificates (45-60 credits) require a general education core and/or related instruction that address communication, computation, and human relations. In some cases (e.g., Practical Nursing) these components have been integrated into the programmatic courses. In all cases, the related instruction components have learning outcomes that are strongly and explicitly aligned with the related instruction focus area, are aligned with the content and activities which support learning, and are assessable. OCCC utilizes a Related Instruction Template, which distinguishes courses which are stand-alone from those courses in which the related instruction is embedded. Courses with embedded related instruction identify the outcomes and contents or activity relating to the focus areas. OCCC follows the PCC guidelines for Instructor Qualifications for courses with embedded related instruction.
- As indicated in ER 10, OCCC faculty have begun participating in PCC Subject Area Committees (SACs), which set instructor qualifications for content areas. As long as OCCC continues to contract with PCC, OCCC will follow the PCC requirements for Instructor Qualifications. By participating in Portland Community College's SACs, OCCC faculty are developing capacity for independence by learning the principles that guide mature institutions when considering Instructor Qualifications.

The general education components are assessable and include Institutional Learning Outcomes. As indicated in ER 11, Transfer and CTE Programs have begun the process of exploring Comprehensive Institutional Learning Outcomes tied to OCCC degree completion as part of an Academic Assessment Plan, with course-level, program-level, and degree-level/general education assessment, to be fully in place by Spring 2019.

The general education core/related instruction component of OCCC degree and certificate programs helps students develop effective learning strategies and prepares them for the workplace and their wider community. The specific requirements of OCCC's general education core fulfill the College's mission statement to provide engaging educational programs that support the diverse needs of our community.

OCCC fully meets Eligibility Requirement 12: General Education and Related Instruction. The College does not rely upon the Educational Services Agreement in any way to meet this requirement.

#### *Supporting Documentation*

Related Instruction Template (Appendix 3)

Draft Assessment Plan (Appendix 4)

## ER 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 offered and however delivered.*

In support of the College's mission and core theme of equipping students for success in college and life, the OCCC Library provides the student support of information resources and services. Collection development that includes faculty input, consortium partnerships, and InterLibrary loan services help ensure that these resources are at an appropriate level and equitably accessible. The Librarian serves on the Instructional Leadership Team and is able to discuss potential new programs and what library resources might be needed in support of the curriculum before program and course approval.

The Library's physical collection aligns with OCCC's academic programs, and offers an appropriate level of currency, depth, and breadth of materials such as audio-visual materials, books, periodicals, reference materials, and course reserves. The Librarian uses collection development reports provided through the Integrated Library System to determine areas of the collection that indicate a need for additional or more current materials. A five-year weeding plan helps delete older, less-used materials regularly, which keeps the collection vibrant. Various techniques and literary reviews are used during the evaluation process to make judgments on whether an item is of the appropriate academic level for our students. However, one of the Library's most valuable methods of acquiring appropriate resources is through the use faculty suggestions. The Librarian garners faculty suggestions quarterly through email, with additional opportunities for suggestions year-round through both electronic and paper input. Faculty are the subject-area experts, and the materials they suggest directly align with and support the course curriculum.

The OCCC Library Extension at the North County Center provides students with books, films, and Reference materials that directly support the classes taught there as well as online classes. Materials are easily accessible in the Learning Commons using a self-checkout system. Much of the Extension Collection is a result of faculty input and aligns with their course curriculum.

The Library's electronic resources include databases, e-books, and streaming video. Planning for appropriate levels of currency, breadth, and depth as well as accessibility in our electronic resources is based on colleague recommendations, industry reviews, vendor information, and faculty suggestions. For example, the Librarian worked with the Oregon Community College Library Association to review and select an e-book collection. The group chose EbscoHost's Academic Collection, and we were able to get it at a reduced group-rate. The Library supports OCCC programs with databases whenever possible, and reviews current database usage statistics prior to making any changes. The Librarian will also consult with program directors when considering either an addition or deletion of an electronic resource. Recently several allied health faculty had requested CINAHL to replace an existing health database. The Librarian contacted the program director and she concurred that this would be a favorable plan and we were able to make the switch. We are also fortunate to receive some of our resources through statewide associations, such as the Oregon Community College Distance Learning Association (OCCDLA). For example, through OCCDLA we provide access to our "Films on Demand" streaming video collection, which means we are able to offer the same quality films as much larger schools. All registered students, staff, and faculty have access to our electronic resources by logging on through the Library homepage.

The OCCC Library is also a part of a library consortium, Chinook Libraries, made up of three public libraries and two other community college libraries. This means our students have access to those collections in addition to ours through the use of a shared online catalog and library couriers. Our partnership with the two college libraries, Clatsop and Tillamook Bay, increases access to academic holdings substantially. The OCCC Library uses the Lincoln County Library District courier to route

physical materials between libraries in Lincoln and Tillamook counties, including OCCC central campus and north and south centers, making pick-up and return of materials easy no matter which part of the county students reside.

The OCCC Library provides InterLibrary loans through OCLC's Worldshare ILL services. This service allows our students to borrow articles, books, and more from some of the most prestigious libraries in the country. Providing this service means our students have access to the materials they need—even if we don't own them. Students are able to select their items with the appropriate level of currency and depth to suit their personal needs. Articles are most often emailed directly to students, giving quick turn-around service. Books and other materials can be picked up and returned to OCCC central, north, and south centers via the LCLD courier.

The OCCC Library has not called upon PCC for any of the provisions offered in the PCC Inter-Governmental Agreement, including access to the PCC Library collection. Between our own collection, the consortium's collections, and InterLibrary loans, the OCCC Librarian is confident in our ability to supply resources at an appropriate level to support the College's programs and services, wherever offered and however delivered.

#### *Supporting Documentation*

[Library Services Webpage](#)

Instructional Leadership Team Summary (Appendix 4)



## ER 14: Physical and Technological Infrastructure

*The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.*

In keeping with its commitment to serve the residents of a large, rural service area, Oregon Coast Community College provides state-of-the-art facilities and a wide range of technological resources that enable and enhance instruction and services. This infrastructure aligns with its mission and goals by supporting overall college operations as well as the academic needs of faculty and students.

### Physical Infrastructure

OCCC's facilities include approximately 116,000 square feet of buildings placed strategically throughout Lincoln County to serve residents in the North County Center (Lincoln City), the South County Center (Waldport), and the Central County Campus (Newport). The North County Center (25,000 sq. ft.) has undeveloped property for future expansion and is strategically situated near Taft High School, supporting enrollment of Taft students. This site provides access to general education offerings and is the home for the College's Business program. The North County Center also focuses on Small Business Development, Community Education, and the GED program.

The South County Center in Waldport is adjacent to Waldport High School and Crestview Elementary and Middle School. The 4,200-square foot building and surrounding property have the capacity for expansion of facilities and parking. The site is home to Allied Health programs including Emergency Medical Technician, Medical Assistant, and Certified Nursing Assistant.

The Central County Campus in Newport is the main provider of all other program offerings and consists of the main campus structure with 77,677 sq. ft. and the Aquarium Science Building with 9,274 sq. ft. The campus is located on 20 acres of timber land in the South Beach area of which approximately 5 acres has been developed as the current campus, leaving significant undeveloped space for future growth as the College works to achieve its goal of 1,000 FTE by 2022.

All the OCCC facilities are designed to meet the mission of providing effective learning environments and educational pathways. Building space is more than sufficient for current enrollment and will allow for anticipated growth in the foreseeable future.

- All OCCC facilities are relatively new, built between 2007-2011 with capital raised through a voter-approved general obligation bond and State of Oregon capital construction matching funds.
- Each campus facility was engineered and constructed to Leadership in Energy and Environmental Design (LEED) Silver standards by meeting energy efficiency and indoor air quality criteria.
- The Nursing, Nursing Assistant, and Medical Assistant skills labs are state-of-the-art, as is the high-fidelity simulation lab, designed to mimic a hospital room environment.
- The Aquarium Science building houses the College's one-of-a-kind Aquarium Science Program and is equipped with an animal holding laboratory, a teaching lab, a food prep area and a water quality/animal health lab. Infrastructure allows for the storage and circulation of water of different salinity and temperatures. These features support student learning by enabling a wide array of fishes and invertebrates to be raised by students.
- State Lottery funds in 2012 allowed the College to transform the former Community Room at the Waldport site into a hospital simulation lab for the Allied Health programs and to upgrade a classroom space into a science lab at the Lincoln City site.

### Technological Infrastructure

During 2014 the College assessed all areas of operations to identify areas that might impede progress towards mission fulfillment. Information Technology services and infrastructure emerged as a gap area. In the Fall of 2014, the College contracted with an Information Technology consultant to assess the technology environment and to provide recommendations in those areas identified as weak or problematic. The assessment process took into consideration input from a variety of faculty and staff regarding the strengths and weaknesses of the IT environment as it related to their areas.

Consideration of the consultant's recommendations was integral to developing short and long-range plans incorporating a unified vision for technology-related priorities to ensure the future health of the College. Extensive redesign, overhaul and improvements are well underway to better serve the evolving needs of students, faculty and administration. The focus of the current work is to implement those current and emerging technologies and software that will best enable the College to fulfill its mission and the functions of management, operations, support services and academic programs. The Website and Technology Advisory Group (WAG-TAG) provides input to the work from end users.

- All facilities are linked to the main campus in Newport by 100MB fiber optics with five dedicated Windows servers to facilitate the College's student information system and to provide Active Directory services and access. Operational servers and services are being migrated to a virtual infrastructure, both on premise and in the Cloud. Various minor services are hosted from virtual machines on campus, including the Aviso student success software and the Xibo digital signage and wayfinding solution.
- Two computer labs (30+ computers) are available for student, faculty and staff use at the Central Campus in Newport and two more labs (25+ computers) provide technology access for the North County Center. The labs are administered remotely to keep them up-to-date and to monitor for operating system problems and network security.
- Wireless connectivity is available at all four OCCC buildings.
- Technology Service Desk operations and ongoing service and support are handled by the IT Support Manager. Backup IT support is contracted with a local vendor. There are learning opportunities for students through the OCCC Foundation's Serve, Earn and Learn scholarship program. We also promote student learning through a newly implemented internship program.
- All online courses and various classroom-based courses are offered through Canvas, the College's Learning Management System. The Canvas portal is rapidly becoming the most prevalent and valuable communication tool for all students, both on-campus and digital learners.
- All classrooms are equipped with digital audio and video, computers, and document cameras. OCCC has several video conferencing systems for use by faculty and administrators for distance-mediated conferencing and instruction. This resource is becoming more popular for remote access to meetings and class information.
- For its website, the College uses WordPress as its CMS, hosted externally on Pantheon.io. The Pantheon platform offers security, reliability, and flexibility to the College's online presence. An on-site webmaster provides content management as part of the College's Web Development Team.

OCCC fully meets Eligibility Requirement 14: Physical and Technological Infrastructure. The College does not rely upon the Educational Services Agreement in any way to meet this requirement.



OCCC Master Plan (Mahlum Architects) 1998 (Appendix 4)  
2008 Site and Building Plan Addendum to Master (Appendix 4)  
2017 Addendum: WERC Building (Appendix 4)  
DevMecca Information Technology Assessment (Appendix 4)

## **ER 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.*

Oregon Coast Community College maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their disciplines and studies. The Board of Education affirms the commitment to academic freedom commitment in Board Policy 400: Academic Freedom. The policy recognizes that, *"Institutions of higher education exist for the common good, and the unfettered search for truth and its free exploration is critical to the common good,"* and states that, *"Freedom of expression will be guaranteed to instructors to create a classroom atmosphere that allows students to raise questions and consider all sides of issues."*

The commitment to academic freedom has also been documented in Collective Bargaining Agreements between AFT-Oregon Coast United Employees and Oregon Coast Community College since 1998 and was reaffirmed in the 2015-18 agreement. Article VII-Academic Freedom, reads in part:

*The College and the Union agree that all Faculty are entitled to academic freedom which carries with it academic responsibility to students, to the community, and to the College. Academic Freedom depends upon the free search for truth and its free exposition and is applied to teaching and other College-related activities.*

The Students Rights and Responsibilities section of the 2017-18 Student Handbook establishes that *"students have the right of free discussion, inquiry, and expression."*

Additionally, OCCC highlights the principle of academic freedom for populations less familiar with the concept, such as high school students enrolled in the Early College Program. It is explained to these students and their parents during the orientation process that academic freedom is part of the College learning environment, and a college learning environment is, by its nature, adult-oriented.

OCCC fully meets Eligibility Requirement 15: Academic Freedom. The College does not rely upon the Educational Services Agreement in any way to meet this requirement.

### *Supporting Documentation*

Collective Bargaining Agreement – Faculty (Appendix 5)  
Board Policy 400 (Appendix 1)  
Student Handbook 2017-18 (Appendix 3)

## ER 16: Admissions

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

Board Policy (BP 403) establishes that College programs shall be open to all students who can benefit from those programs, subject to budget limitations. However, the College may require specific academic standards for admission into programs when such standards are necessary for student success. The College has a compelling interest in ensuring student diversity in its programs.

The Oregon Coast Community College Catalog, which is available online, also informs the public of the College's overarching admissions policy: *The policy of OCCC is that all persons regardless of color, gender, sexual orientation, race, religion, creed, or disability have access to higher education.* General admission to the College does not preclude students from course or program placement requirements.

OCCC uses an online admission process whereby each student identifies as a first-time college student/no prior college-level credit, a returning OCCC student who has not attended in more than one year, or a transfer student with credits from another college. The customized admission process related to the relevant categories then becomes available.

There are also specific admission requirements for students under 16 years of age to ensure each individual is ready to benefit from the adult learning environment. The underage admission process was recently evaluated by the Student Services Management Team and revised to ensure both the student and parent are apprised of the ways college differs from high school in terms of what is needed to be successful and what content may be presented to students. Both the student and parent sign a success agreement to ensure their understanding of the adult learning environment.

Currently, OCCC has some limited-entry programs with additional admission requirements. These programs are Aquarium Science, Nursing, Medical Assistant, Emergency Medical Technician, and Nursing Assistant. As part of continuous quality improvement to streamline processes for students and make efficient use of staff resources, limited-entry programs are transitioning to online processes for program admission. OCCC purchased Qualtrics in 2017 and the College's various online admission forms are being developed using this platform. Nursing will be the first program to utilize this platform for the 2018 application cycle. It is also noteworthy that OCCC will add Early Childhood Education to its list of limited-entry programs in Fall 2018.

Also as part of continuous quality improvement, OCCC has implemented an online admission form for GED students. Again, this was to capitalize on efficient use of staff resources. An online tutorial describing the new admissions process was created to assist students. Moving to online admission and registration for GED students was a strategic move to prepare these students for their eventual transition to credit classes. Since OCCC attained applicant status with NWCCU, dual credit students have begun utilizing online admissions and registration. This change was designed to facilitate the transition from high school to college.

OCCC adheres to the Board-established admission policy in all its admission procedures and practices. Students desiring to appeal an admissions decision may pursue the Student Services Conflict Resolution Policy.

OCCC fully meets Eligibility Requirement 16: Admissions. The College does not rely upon the Educational Services Agreement in any way to meet this requirement.

#### *Supporting Documentation*

Board Policy 403: Admissions (Appendix 1)

College Catalog 2017-18 (Appendix 3)

Student Handbook 2017-18: Conflict Resolution/Grievances Procedure (Appendix 3)

College Admissions Process (Appendix 3)

## **ER 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.*

Oregon Coast Community College publishes within its catalog and website current and accurate information regarding its mission and core themes, admission requirements and procedures, grading policy, and information on academic programs and courses. The College makes available rules and regulations for student conduct, rights and responsibilities of students, as well as details about tuition, fees, and other program costs. Also available on the College website and within the catalog is information regarding refund policies and procedures, opportunities and requirements for financial aid, and the academic calendar. The titles and academic credentials of administrators and faculty are published in the catalog.

### **Website Links**

The College Mission and Core Themes  
Admissions Requirements and Procedures  
Grading Definitions  
Transfer Degrees & Certificate Programs  
Rules and Regulations for Student Conduct  
Rights and Responsibilities of Students  
Tuition, fees, and other program costs  
Refund Policies Textbooks & Tuition  
Financial Aid  
Academic Calendar  
Names, titles and academic credentials  
of faculty, staff and administrators

### **2017-18 OCCC Catalog**

Page 8  
Pages 10-14  
Page 42  
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Page 32  
Page 31  
Pages 21-24  
Page 18, Page 23  
Page 22  
Page 5  
Pages 139-144

OCCC fully meets Eligibility Requirement 17: Public Information. The College does not rely upon the Educational Services Agreement in any way to meet this requirement.

#### *Supporting Documentation*

College Catalog 2017-18 (Appendix 3)

[College Website](#)

Student Handbook 2017-18 (Appendix 3)

## ER 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.*

Oregon Coast Community College has three primary external sources of revenue:

1. **Tuition and Fees** – for FY 2017-18, \$99 in tuition and \$16 in fees per credit.
2. **Oregon Community College Support Fund (CCSF)** – for FY 17-18 \$4,021 per “fundable” student FTE (full time equivalent) which is calculated by the State to be 457 for OCCC. This is based on a three-year weighted, rolling average of actual reimbursable FTE for the past three fiscal years.
3. **Local Property Tax Funding** – \$0.1757 per \$1,000 of assessed value in Lincoln County for General Fund operations and \$1.9 million for bonded debt obligations in Debt Service Fund.

Financial planning at OCCC reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability with capacity for strategic growth. Since fiscal year 2012-2013, the College has maintained a 15% reserve in its General Fund and has been able to allocate to date \$255,802 to an Operations Reserve Fund (in addition to an annual Strategic Initiative Fund ranging from \$80,000 to \$100,000).

The College utilizes its annual budgeting process to develop and implement funding priorities and strategies. Examples include:

- a. Gaining efficiencies in institutional operations
- b. Investing available funds in strategic activities and sectors of the College

OCCC leadership has instituted a culture of continuous improvement in College operations, which has resulted in decreased expenses. These include: consolidation of responsibilities and, where necessary and appropriate, reduction or reorganization of staff FTE.

The College also monitors the legislative and state environments for impacts on College funding. OCCC is a member of the Oregon Community College Association (OCCA) which provides services to the community colleges including legislative advocacy for community college funding and bill tracking for fiscal (and other) impacts. OCCC also seeks to ensure that policies and practices adopted on a state-wide basis by the Higher Education Coordinating Commission (HECC) or by the Oregon Presidents’ Council serve the needs of small rural colleges. As an example, for many years the CCSF funding formula has included a cap on growth. President Ryslinge led an Oregon Presidents’ Council and HECC workgroup in 2016 which successfully removed the growth cap on colleges with enrollment below 1,000 student FTE. This change will allow for the full funding of any enrollment growth at OCCC until reaching that threshold.

OCCC also carefully monitors enrollments, as they constitute a primary source of revenue and, consequently, financial stability. Since its founding in 1987, OCCC’s enrollments, like those of other Oregon community colleges, have fluctuated in response to the state and local economy. After several years of FTE in the 500+ range, the College saw its enrollment return to a pre-recession level of around 450 FTE but that has been incrementally improving through the implementation of additional programming and other enrollment strategies.

Finally, OCCC manages risk in a variety of ways. The College follows GAAP (Generally Accepted Accounting Practices), utilizes conservative projections on enrollment and state funding, monitors expenses against budgets, takes advantage of relevant grant opportunities and develops positive

community partnerships.

OCCC fully meets Eligibility Requirement 18: Financial Resources. The College does not rely upon the Educational Services Agreement in any way to meet this requirement. When the College eventually assumes the remaining services provided by PCC, those general fund financial resources (approximately \$140,000 per year) will be available for the College to support related infrastructure and staffing.

## **ER 19: Financial Accountability**

*For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.*

As directed by Oregon Statutes and OCCC Board Policy 610, a financial audit by external independent certified public accountants is conducted annually in accordance with the Governmental Auditing Standards (GAS) that apply to financial audits. The purpose of the audit is to determine whether the financial statements of the College as prepared by OCCC management are a fair representation in accordance with the accounting principles generally accepted in the United States and are free from material misstatement, whether due to fraud or error.

As part of the audit procedures, the auditors are required by GAS to consider the design, implementation, and maintenance of internal controls over the financial reporting of the College as well as regarding compliance with the laws, regulations, grants, and contracts applicable to any federal programs in which the College is participating. The report is to describe the scope of auditor testing of internal controls over financial reporting and compliance and the results of compliance with respect to federal funds included in the audited financial statements.

The OCCC Board of Education continues to use the accounting firm of Pauly, Rogers & Co. as its auditors. When the annual audit is completed, the Chief of Finance and Operations shares the audit results with the Board, the President, and administration, and then posts the completed audit to the College's Budget/Audit web page. The most recent audit completed was for the year ending June 30, 2017. It was reported to the Board by the Chief of Finance and Operations in December 2017 with a formal presentation by the auditors scheduled for February 2018.

That audit found that OCCC financial statements were fairly presented in accordance with Generally Accepted Accounting Principles. The College was also found to have complied in all material respects with the compliance requirements that could have a direct and material effect on its major federal programs. The initial audit fieldwork for the fiscal year ending June 30, 2018 is currently underway and will be completed in the Fall of 2018 with the SAS 114 letter reporting the results of the audit expected to be presented to the Board of Education by Pauly, Rogers & Co. in January 2019.

In the fiscal year 2015-16 audit, an internal control deficiency was called out regarding the College's ERP, RogueNet. RogueNet is a homegrown system developed by Rogue Community College in Grants Pass, Oregon, and is in use by a small consortium of five Oregon community colleges. That consortium is currently in an RFP process for a new ERP which is planned for implementation, beginning in 2018. Until that implementation of a new, more mainstream and adequately supported system takes place, our audit results will continue to cite that deficiency.

OCCC fully meets Eligibility Requirement 19: Financial Accountability. The College does not rely upon the Educational Services Agreement in any way to meet this requirement.

*Supporting Documentation*  
2016-17 Audit (Appendix 4)  
Board Policy 610: Annual Audit (Appendix 1)  
Audit Communication to the Governing Body, 2016  
Audit Management Letter, 2016

## **ER 20: Disclosure**

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

Oregon Coast Community College agrees to disclose to the Northwest Commission on Colleges and Universities any and all such accurate information required to carry out the Commission's evaluation and accreditation functions.

Until OCCC earns recognition as Candidate for Accreditation, Portland Community College (PCC) continues as its official disclosure and communication channel to NWCCU, in keeping with NWCCU policy and the terms of its Education Services Contract with PCC. In addition, since 2014, OCCC has also communicated directly with NWCCU staff regarding the College's process of earning first Applicant Status (2016) and now its application for Initial Candidacy.

## **ER 21: Relationship with 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.*

Oregon Coast Community College has carefully reviewed and accepts the policies and standards of Northwest Commission on Colleges and Universities (NWCCU) and agrees to comply with these standards and policies as currently stated or as modified. Accreditation standards continue to provide the framework for the organizational development and institutional planning of Oregon Coast Community College. OCCC understands and agrees that the NWCCU may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding the college's status with the Commission.



## **ER 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.*

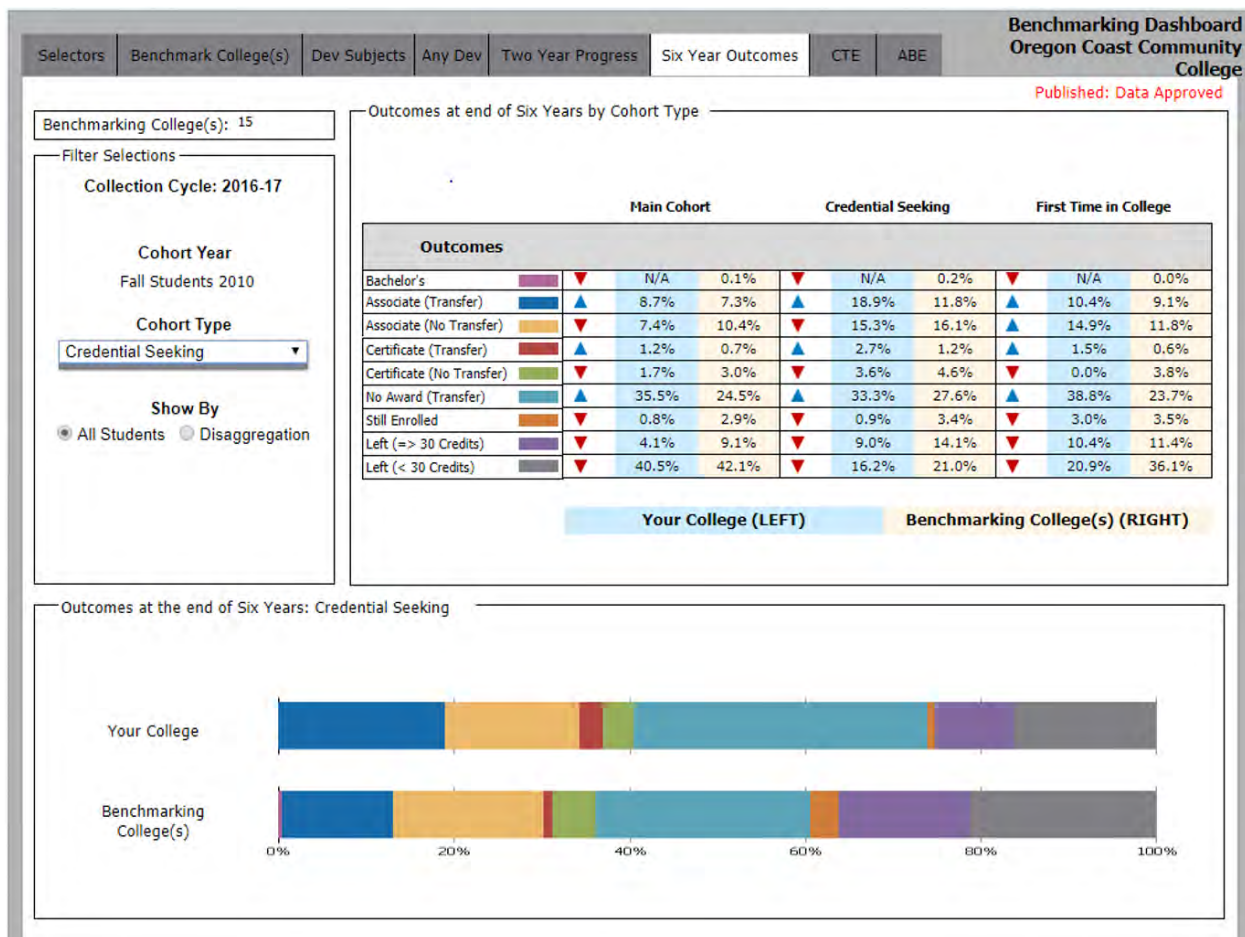
As fully described in 2.C.2, OCCC identifies and publishes expected learning outcomes for all Degree and Certificate Programs, including programs adopted from PCC, programs native to OCCC, and statewide Degree programs. All learning outcomes for degrees and certificates are published on the OCCC website, in the College Catalog, and in Career and Technical Education program brochures, curriculum maps, advising guides, and career pathway curriculum maps. OCCC's academic standards require that course outcomes be listed on every syllabus. The expected outcomes apply regardless of where or how the course is offered or by what method the course is delivered. All credit courses (online, hybrid, and on-ground) post syllabi for students through the Learning Management System (Canvas) and are accessible to registered students any time, from any location.

### **Assessment of Student Achievement**

OCCC considers student completion as the best overall metric of student achievement. Completion is defined as earning a certificate, a degree, or transferring, with or without a degree. While we consider this outcome for all students, we believe the most meaningful analysis is gained by focusing upon students who are seeking a credential (degree or certificate). We also believe it is meaningful to benchmark the outcomes for our students with outcomes for students in comparable colleges. Seeking externally validated and benchmarked data, OCCC joined the Voluntary Framework of Accountability (VFA) which is the AACC endorsed accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences. VFA identifies benchmark colleges based upon selectors such as rural/urban college size.

VFA reports a success rate of 61.3% six-year outcome for credential seeking students who began in Fall of 2010 at the benchmark colleges. VFA reports a 73.8% success rate for these students at OCCC. While we continuously strive to equip even more students to succeed, and to succeed at a faster rate, we are pleased with this level of student achievement at OCCC.

Chapter 4 of this Self Evaluation Report provides a through discussion of all the other ways in which the College assesses student achievement.



6-Year Outcomes for 2010 Cohort • Fig. ER.3

OCCC also engages in regular and ongoing assessment to validate student achievement of learning outcomes. For curriculum unique to OCCC, our own faculty work in partnership with administration to develop and assess learning outcomes and ensure the integrity and continuity of our academic programs. Academic programs in which the curriculum is unique to OCCC (i.e., Nursing, Medical Assistant, Nursing Assistant, and Aquarium Science) have long-established processes of conducting annual program reviews to ensure the students are meeting course and program learning outcomes. In most other curricular areas, OCCC has adopted the PCC curriculum and has relied upon PCC faculty for formal assessment of learning outcomes and for curricular oversight, as a requirement of the Educational Services Agreement. However, OCCC faculty have begun to build capacity in these areas of shared curriculum, as is outlined in detail in Eligibility Requirement 10: Faculty.

OCCC fully meets Eligibility Requirement 22: Student Achievement. The College does not rely upon the Educational Services Agreement in any way to meet this requirement, although the Agreement does place limits upon the manner in which OCCC faculty control assessment of some outcomes. These limits are described thoroughly in Eligibility Requirement 10; Faculty.

#### Supporting Documentation

College Catalog 2017-18 (Appendix 3)

[OCCC Degrees Webpage](#)

[OCCC Certificates Webpage](#)

[OCCC Public Page Voluntary Framework for Accountability](#)

[Voluntary Framework of Accountability Website](#)

## ER 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 has established and systematically executes clearly defined planning procedures. Planning is organized into three levels, as follows:

- Comprehensive: Mission, Five Big Ideas Strategic Framework, Core Themes
- Institutional: Enrollment, Budget, Facilities
- Operational: Plans and planning processes on operational matters.

Evaluation processes are defined and are applied systemically as appropriate. The broadest and most thorough is the self-evaluation process inherent in striving to become recognized by NWCCU as an independently accredited institution. OCCC has completed thorough self-evaluations based on the NWCCU eligibility requirements and standards in 2014, 2015, and now again in 2018. There are numerous other assessments occurring regularly to consider student outcomes, performance on core themes, assessment of financial resources, Board performance, personnel performance, program reviews, and institutional capacity. Regular assessment and evaluation cycles are reflected on the 11-Year Planning Matrix. OCCC has also on occasion used external consultants to evaluate aspects of college performance and capacity.

Results from evaluation and planning procedures are communicated regularly through a variety of mediums. NWCCU Self-Evaluation reports are posted on the College webpage. Student outcomes data is shared at Board meetings, in campus meetings, and is posted on the College website. Evaluations are often shared at College Council

College staff also monitor and evaluate the external environment by sitting on regional and state boards, reviewing economic development reports and labor projections, and participating in regional task forces when relevant to the College mission. The College uses the information gathered through these evaluation processes to make decisions that are strategic, advance mission fulfillment, and support the viability and sustainability of the College. Chapter Four provides numerous examples of how assessment has been used to effect institutional performance and mission fulfillment.

OCCC fully meets Eligibility Requirement 23: Institutional Effectiveness. The College does not rely upon the Educational Services Agreement with PCC in any way to meet this requirement.

*Supporting Documentation*

[OCCC Self-Evaluation Reports for NWCCU](#)  
[Institutional Effectiveness Webpage](#)

## ER 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.*

Throughout its history, the College has demonstrated sound fiscal practices that enable it to focus on the needs of its students and constituents. Strong leadership by the Board of Education and College administration were especially apparent during the last recession and the College has thus far weathered that and the recovery relatively well. Beginning in 2012-2013, OCCC reached and has maintained a 15 percent general fund balance reserve. In addition, the current and prior two years' budget have had a strategic reserve which has funded accreditation-related work and operational improvements referenced elsewhere.

OCCC experienced a dip in FY 2014-15 enrollment concurrent with initiating the Educational Services Agreement with PCC, mainly related to a PCC's different curricular approach to post-secondary remedial. Since that time, the College's strategic plan has clearly outlined new approaches to increase enrollment and operational adjustments have been made to help maintain the 15 percent reserve going forward, despite the temporary decrease in enrollment. The past two years have shown slight increases in enrollment while many of the other Oregon community colleges have continued to experience declines. The Board and administration of Oregon Coast Community College have long demonstrated a prudent, reasoned, and conservative approach to the commitment and investment of college resources. New programs are carefully contemplated prior to investment. While remaining responsive to the community, the College has ensured that any new endeavors have sufficient scale and funding to be sustainable into the future. Once programs and endeavors are established, they are subject to periodic reviews to ensure they remain viable.

While not immune to external factors and budget realities, evidence across enrollment, human and financial resources, and institutional infrastructure, clearly suggests that OCCC has an operational scale sufficient to fulfill its mission today, and the adaptability to adjust as needed into the future. Despite several prior years of reductions in state funding following the recession, careful financial and personnel management have positioned OCCC well.

OCCC pursues grant opportunities to support program growth and expansion as well as to fund one-time needs. Each grant opportunity is evaluated to ensure alignment with existing goals and priorities. The College recognizes the temporary nature of grant funds and will not approve a grant application to fund the startup of a new program without a realistic plan for sustainability. For example, OCCC recently received a grant from Meyer Memorial Trust to support the creation of a local teacher education pathway, a program that will meet an identified need in the community and aligns with the College mission. Because the State uses a rolling three-year average to determine enrollment-based funding, it will take approximately three years for this new program to become self-sustaining through tuition and State funding. To bridge the gap, the College has partnered with Lincoln County School District for a portion of the funding and will leverage this, combined with the Meyer Memorial Trust grant, to request funding from other granting agencies, many of whom award grants for projects that already have significant funding already secured. The sustainability plan was required in order for the College to pursue this grant opportunity.

OCCC fully meets Eligibility Requirement 24: Scale and Sustainability. The College does not rely upon the Educational Services Agreement in any way to meet this requirement.



*Dr. Mary Lee Scoville, OCCC music faculty, introduces her chorus class at a 2016 performance.*





CHAPTER ONE

# Mission, Core Themes, and Expectations

STANDARD I

## Chapter One: 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.*

Oregon Coast Community College articulates its purpose in its mission statement, and has identified core themes that comprise essential elements of the mission. Through on-going examination of its purpose, characteristics, and expectations, OCCC has established a high-level objective for each core theme and is in the process of identifying appropriate, meaningful, and assessable indicators and acceptable thresholds for each core theme. Progress over time on the indicators towards acceptable threshold will be used to assess progress to mission fulfillment.

### Standard 1.A Mission

#### Mission Statement

*At Oregon Coast Community College, we equip students for success by providing educational pathways and supports in response to the diverse needs of our community. Through accessible and engaging programs, we enrich the economic and civic vitality of Lincoln County and beyond.*

The College's mission statement clearly articulates the purpose of OCCC and gives direction to our efforts. It was adopted by the Board of Education on October 15, 2014, is widely published and distributed through such media as the college's website, class schedules, annual reports, social media, and press releases. The mission statement is included in the college catalog, prominently displayed on posters throughout college sites, printed on college business cards, and displayed on a variety of print materials. The mission statement puts student success at the center of all efforts, and directs the college to ensure that its educational programs are relevant, responsive, and impactful to the diverse needs of the community we serve. Widely understood by college staff, faculty and the community at large, the mission drives college action and purpose. The college mission, along with its vision, values and core themes, resulted from a year-long extensive engagement process with community stakeholders, college staff, students, and the Board of Education during the 2013-2014 year.

#### Interpretation of Mission Fulfillment

The college defines mission fulfillment within two aligned frameworks which identify outcomes and shape how the college uses its resources to meet the post-secondary educational needs of the community. These frameworks are the Core Themes and the Five Big Ideas Strategic Framework. The Student Success core theme focuses on student attainment – individually and as cohorts. The Educational Pathways theme focuses on the efficacy of pathways provided by the college, and the impacts of those pathways upon the community and region. The Five Big Ideas Strategic Framework broadly guides the actions that support mission fulfillment.

#### Articulation of Acceptable Thresholds

##### Core Themes Beginning 2018

An over-arching objective statement has been established for each core theme. During the 2017-2018 academic year, appropriate, meaningful, and assessable sub-objectives, indicators, and acceptable thresholds for each core theme will be finalized. Draft status is documented in Standard 1.B.

The Instructional Leadership Team (ILT) is responsible for finalizing sub-objectives, indicators, and thresholds. The ILT will consult with the Equity and Inclusion Committee, the Executive Leadership Team, and College Council as these measures are finalized.



## Core Themes 2013 to Present

Articulation of acceptable thresholds for core themes is in progress. The current self-evaluation process reflected in this report captures the college at a point of transition in how we regard, assess, and report our long-standing dual focus on ensuring that our students are successful and our educational pathways are relevant and effective. Over the years, the success and accomplishment of OCCC has been assessed and measured by the extent to which we successfully deliver on these two interrelated areas of our work. Our goals for both educational pathways and student success have been:

- a) to show continuous improvement and
- b) to at least meet – and, if possible, exceed – the outcomes for student success and educational pathways of other similarly situated community colleges in Oregon

In the years 2015-2017, the College moved to formally identify Student Success and Educational Pathways as Core Themes as defined by the NWCCU standards. Inherent in this change was the need to establish clear metrics and thresholds of achievement. This process is underway through our system of governance, a system which itself is in a process of evolution. In this 2018 self-evaluation report, we are attempting to bridge this transition in how we approach assessment of mission fulfillment. Our future reports to NWCCU will provide some type of dashboard or scorecard reporting on core themes metrics and thresholds of achievement.

Our current analysis of mission fulfillment uses the 2013-to-present time framework of continuous improvement and benchmarking for the core themes, and an achievement progress framework for the Five Big Ideas Strategic Framework.

## Five Big Ideas

Articulation of acceptable thresholds for the Five Big Ideas Strategic Framework has been completed. Specific, tangible, and measurable outcomes have been established, as follows:

1. The College will pursue NWCCU Independent Accreditation, beginning with earning Applicant status by 2016, achieving Accreditation Candidate status by 2019, and meeting criteria for Independent Accreditation by 2022. *Acceptable Threshold: meet these dates.*
2. The College will double enrollment to meet needs for education, raise educational attainment and grow a college-going culture and narrow achievement gaps in Lincoln County. *Acceptable Threshold: Sustained annual growth 5% greater than comparator colleges.*
3. We will create a work environment and culture that manifests our values, allows people to excel at what they do best, and keeps them with us for reasons in addition to compensation. *Acceptable threshold: baseline to be determined via employee climate survey first administered in AY 18-19 (every third year thereafter). Thresholds for improvement will be set after first administration.*
4. The College will develop comprehensive and sustained planning processes connecting planning with budget and resource allocation to reach strategic and operational goals. *Acceptable threshold: year over year improvement in development and implementation of strategic and operational plans for all college functional areas; budget development and resource allocation will be clearly linked with planning.*
5. The College will develop the organizational structures and fiscal resources to allow us to fulfill our mission. OCCC will respond creatively and positively to the significant changes that will occur over the eight-year strategic plan period. *Acceptable threshold: organizational structures and fiscal resources will meet NWCCU standards and "best practices" of comparator colleges.*

## Supporting Documentation

Vision, Mission, Values and Core Themes (Appendix 1)

Instructional Leadership Team Summary (Appendix 4)

## Standard 1.B Core Themes

### Student Success

*Definition: At Oregon Coast Community College, we equip students for success in college and in life by providing exemplary teaching, student development programs, and support services. Students receive customized and relevant advising and enriched supports to maximize completion and success. In response to the diverse needs and histories of our community we are institutionalizing a philosophy of student success and strengthening the College's policies, processes, and business practices to facilitate access and completion.*

Over-arching objective: OCCC will improve post-secondary educational attainment across Lincoln County and close achievement gaps for underserved populations in our community.

Student Success Sub-objectives • Table 1.1

Draft Sub-objectives	Draft Indicators of achievement	Method and Rationale
1. Students transition successfully into OCCC	% of Lincoln County students coming to OCCC within 3 years of HS graduation	Assessed via data sharing agreement with LCSD.  Meaningful in tracking over time # of HS grads that enter the College
2. Students feel welcome, included and engaged	SENSE measures CCSSE measures AVISO data	Assessed by key student engagement measures in SENSE (first term) and CCSSE (continuing).  AVISO is early notification and tracking of student engagement.
3. Students are placed appropriately and spend the minimum time possible in developmental courses	Dev ed enrollments by cohorts and disaggregated	Assessed via enrollment and student success data. Important leading indicator linked to likelihood to continue.
4. Students complete % of degree-applicable credits in first year	Credits by cohorts and disaggregated	Assessed via enrollment data with cohort analysis.  Meaningful leading indicator for retention and completion.

5. Transfer students will complete WR 121 and the college-level math requirement for their degree.	Completions by cohorts and disaggregated	Assessed via enrollment data with cohort analysis.  Meaningful leading indicator for retention and completion.
6. Students participate in at least one extra-curricular activity in first year	Participation by cohorts and disaggregated	Meaningful in the student engagement outside of the classroom is leading indicator for retention. Method to be tracked is TBD
7. Students experience academic success (completion or transfer) within 2 years	2-year completion data in Voluntary Framework of Accountability (VFA)	Core lagging indicator of student success  Assessed via VFA methodology
8. Students successfully complete cultural competency requirement within first 2 years	Completions by cohorts and disaggregated	Meaningful in that we believe cultural competency is essential for success in today's world. Assessed via coding of Cultural Competency courses and student enrollment.
9. Academic success will be demographically representative of our district.	Disaggregated data	Measurable by disaggregating all the indicators by SES, race, gender. Meaningful in that all students in our district should be equally successful in our college.
10. Institutional capacity will support student success	Institutional Capacity Assessment Tool  Board Assessment (GISS)	Measurable and meaningful in that both instruments (GISS and ICAT) are designed to identify critical capacity areas for a student-centered community college.

Student Success Sub-objectives • Table 1.1

### Educational Pathways

*Definition: At Oregon Coast Community College, we assess the needs of individuals and employers, and respond by designing pathways and partnerships that address community and regional priorities. We create bridges into our pathways from high school, adult education, non-credit, and other feeders. Educational pathways are accessible through place and modality, and facilitate transitions to transfer or employment. We strengthen the economy and workforce through our business development, career technical and transfer programs. By narrowing achievement gaps in post-secondary education and raising post-secondary educational attainment, we advance the economic and civic vitality of Lincoln County and beyond.*

Over-arching objective: OCCC will offer rigorous and engaging academic programs and educational options comprised of clear pathways to transfer, employment and self-development that enrich individual lives and promote the economic and civic vitality of Lincoln County and beyond.

Educational Pathways • Table 1.2

Draft Sub-objectives	Draft Indicators of achievement	Method and Rationale
1. Success rates in pathway gateway courses are at 80% or better	Course completion data for key courses.	Data extracted from SharkNET, by fall start cohorts. Success in gateway courses a leading indicator of completion.
2. Graduates will meet industry standards by demonstrated mastery of technical skills and program learning outcomes	In program assessment of technical skills and program learning outcomes.	Assessed via completion of industry exams (NCLEX) or in-program technical skills assessment by cohorts. Indicate to what extent programs are aligned with industry expectations.
3. Graduates of CTE programs will be employed in their field of study	Employment data, department of labor	CTE cohort data for DOL outcomes. Proxy for extent programs align to employment needs
4. Graduates of transfer programs will be enrolled in 4-year institutions	Transfer rates	Transfer rates by cohort from D4A and VFA. Transfer rates as proxy for quality and design of transfer paths

5. Educational pathways will lead to living wage jobs or stackable credentials to living wage jobs.	Program review metrics	Crosswalk of OCCC programs and pathways with Oregon wage data. Educational expense should provide ROI to students.
6. Pathways and programs will respond to the changing needs of industry and regional employers	Application of the CTE rubric to new and existing programs	Program review process includes the application of the CTE Rubric, and check to what extent actuals met projections.
7. CTE graduates will have higher salaries than non-graduates, and the region will see a strong ROI	Employment data, department of labor EMSI data SBDC data points	DOL and D4A data. Return on investment for students.
8. High school students will have access to pathway entry courses (CTE and transfer) while still in high school.	Dual credit counts, #s of courses and enrollments year over year.	Data sharing arrangement with LCSD. Degree to which students begin pathway in high school on measure of effective pathways.
9. Pathways will be rigorous and engaging.	Program review? Student surveys. CCSSE	Use a variety of methods, including assessment of SLOs. Quality and rigor should be part of a successful educational pathway.
10. Teaching pedagogy will keep up with best practices	CCSSE Student Surveys	Assess at the course level, to ensure that best practices are applied in classroom, can also be used to plan faculty professional development.
11. Pathways will be clearly mapped for students, from high school, through the college, to employment or transfer.	Program maps are well designed, current, accessible, and understandable.	Could be assessed via student and employer feedback. Well designed program maps save students time and money.
12. Cultural competency of employees	Campus climate survey	Administer campus climate survey every three years. The ability to engage in civic discourse with holders of diverse viewpoints will be expected of employees

Educational Pathways • Table 1.2

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CHAPTER TWO

## Resources and Capacity

STANDARD 2

## Chapter Two: Resources and Capacity

### 2.A.1 System of Governance

*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.*

#### Authority, Roles, Responsibilities (See Figs. 2.3 and 2.4)

OCCC has an effective system of governance with clearly defined authority, roles and responsibilities which begins with the elected Board of Education. Oregon Statute defines the broad authority given to community College Boards, which are enumerated in *Board Policy 203: Powers and Duties*. The OCCC Board of Education retains certain powers and, via *Board Policy 300: Chief Executive Officer*, delegates authority and responsibility for remaining powers and duties to the President. The Board considers, reviews, and acts upon the recommendations of the President in matters of policy pertaining to the current and future welfare of the OCCC District. The Board emphasizes its role in strategic leadership and setting institutional policy rather than administrative detail, and keeps its major focus on the long-term effectiveness of the College.

The President retains certain powers and duties, and delegates remaining major support and operational functions to leadership reporting directly to the President. Administrative reporting relationships are reflected in the Management, Technical, and Confidential Organization Chart and areas of administrative responsibility and authority are documented in a chart of assigned responsibilities and authority. The roles and responsibilities of faculty are enumerated in the Faculty Handbook and the Faculty Collective Bargaining Agreement and working conditions of classified employees are enumerated in the Classified Collective Bargaining Agreement. Position Descriptions identify the roles and responsibilities of classified staff and administrators and are reviewed between the employee and supervisor during evaluations. This system of delegation of authority, the administrative structure, and roles and responsibilities of employees, are widely understood by College constituencies.

The College provides a variety of structures and processes for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest (see Figs. 2.1 and 2.2). These structures and processes have been evolving particularly since 2014, when OCCC committed to pursuing independent accreditation through NWCCU. The College Council (whose predecessor was the Council for Curriculum and Instruction, CCI) continues to be the central structure for participation for all constituencies, and has the following charter (revised in 2015):

*The College Council (CoCo) is a forum for all constituencies to discuss College-wide issues in an open and inclusive atmosphere. The council promotes cooperation and mutual understanding among the various campus groups and committees as it considers matters related to fulfilling the College mission. Guided by OCCC's stated values, individuals and groups share expertise, ask pertinent questions, develop recommendations, and advise the president on issues that affect the College.*

There are also focused committees with representation from faculty, staff, administrators, and, in some instances, students. These committees provide opportunities for input on matters of interest to individuals. Examples include the Equity and Inclusion Committee and the Safety Committee. Relevant to the current progress of the College towards independent accreditation is a body formed in early 2017, the Accreditation Steering Committee.

## **Accreditation Steering Committee**

Full-time and part-time faculty, managers and support staff serve on the ASC, which is chaired by the Dean of Academics and Workforce. The purpose of the ASC is:

- To educate the College community in the meaning of NWCCU standards and requirements.
- To guide and engage the College community in the implementation of the accreditation process.
- To provide review and discussion to ensure that the ways in which we fulfill the standards are aligned with our mission, values, strategy, and commitment to equity and inclusion.

A full listing of councils, teams, committees, and workgroups can be found in Table 2.2.

## **Administration**

The leadership structure described in 2.A.9 provides ample opportunity for the consideration of the views of administrators (known as managers at OCCC). The executive team (ET) meets three weeks a month with the president, and the all-managers group (AMG) meets with the president monthly. The junior executive team (mid-level managers, known as JETs) meets monthly. These are intentional opportunities to work together towards mission fulfillment and to monitor for opportunities for synergies and to avoid unintended impacts across functions. The president attends CoCo whenever her schedule allows, in keeping with the role of CoCo as advisory to the president. Some managers also attend CoCo and are encouraged to understand their purpose there is to share information about activities in their areas, to act in a supporting role, and to preserve the CoCo participative forum for faculty, staff, and students.

## **Faculty**

The collective bargaining process is one avenue for faculty participation on matters in which they hold a direct and compelling interest. In addition to conditions of employment, the Faculty CBA addresses matters such as academic freedom and professional development. Another avenue for input is through direct interaction with supervising instructional administrators on matters such as budget, scheduling, and instructional support practices. Faculty are also active members on program advisory committees which provide advice on program direction. Faculty are represented on faculty hiring screening committees.

The College has been under an Educational Services Agreement since its founding and deference to the contracting college's faculty governance structures – and, by extension, to their faculty – has always been required. Consequently, OCCC faculty have had limited independence, and less opportunity to develop robust structures for faculty engagement on matters in which they have a direct and reasonable interest, such as curriculum oversight, textbook selection, and developing academic policies. Decades-long external dependencies for these faculty matters, and the on-going evolution of OCCC structures, have both contributed to an environment in which participatory structures and processes are not as widely or commonly understood as is needed, particularly for faculty. College Council members have agreed to extended discussion beginning at the February 2018 meeting to advance a shared understanding of our current and desired state for participatory engagement.

In addition to allowing for broad participation by multiple stakeholder groups, CoCo holds a primary role as the defined structure for faculty participation in governance. This is made clear by the following principles adopted by CCI, which have carried forward to the operations of CoCo :

- The CCI serves as a forum for faculty to discuss issues related to instruction, instructional policies, and other related matters.
- The Council also acts in an advisory function to assist the Dean of Academics and Workforce and instructional directors regarding the College's instructional programs and academic standards.
- Two co-chairs facilitate the meetings, one a full-time or three-quarter-time instructor, and one a part-time instructor. Co-chairs serve one-year terms.
- All recommendations and decisions will be made by consensus. If consensus cannot be reached, then parliamentary procedure (Robert's Rules of Order) will be used. A quorum for the purposes of conducting official business is eleven of the general membership, seven of whom are faculty.

Historically CoCo recommendations have centered primarily on CoCo practices and procedures, the college environment, and curriculum recommendations. Because OCCC currently delivers curriculum through its Educational Services Agreement with Portland Community College, curriculum recommendations at OCCC must also proceed through the recommending governance bodies of PCC, with ultimate approval by the PCC Board of Education (see Fig. 2.5).

Since 2014, first CCI and then CoCo has engaged in a process of review and development of their own roles, practices and procedures to ensure capacity for eventual independence from PCC. This has involved review of NWCCU Standards for areas in which faculty have an interest or primary role, consideration of how CoCo's organizational structure can support those standards, and consideration of how CoCo might interface with other participatory committees, teams, and work groups which are also evolving at OCCC.

Since 2014, the College has established two new entities to provide additional structures and process for the consideration of faculty views about matters for which they hold an interest or responsibility.

### **Instructional Leadership Team**

Composed of full-time and part-time faculty, together with administrators from Instruction and Instructional Support. The purpose of ILT is:

- To fully engage faculty, and instructional support staff in working collaboratively across institutional functions and units.
- To foster fulfillment of OCCC's mission and accomplishment of its core theme objectives.
- To serve as a conduit for instructional issues (e.g. academic policies) relating to the five Communities of Interest considered by College Council (CoCo).
- To receive and review curriculum and forward recommendations to CoCo for a vote.
- To develop and implement on a test basis OCCC-specific curriculum processes to assume the responsibilities currently fulfilled by the PCC Curriculum Committee and Degree & Certificate Committee. (Note, with PCC curriculum approval process still in effect, there is tolerance for this time to be learning and "seeing what works.")
- To, in conjunction with CoCo, fulfill NWCCU 2.C.5 which states: *"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."*
- To develop and present to CoCo (by the end of AY 18-19) final recommendations for an independent and fully compliant OCCC curriculum approval structures and processes.

### **Assessment Task Force (ATF)**

Composed of full-time and part-time faculty and the Dean of Academics and Workforce, the purpose of the ATF is:

- To guide College faculty in the assessment of student learning.
- To explore OCCC-specific Comprehensive Institutional Learning Outcomes (CILOs).
- To share ideas and tips for assessing Course-Level Outcomes (CLOs) and Program-Level Outcomes (PLOs).
- To develop and implement during the period of Candidacy an Assessment Process for CILOs, CLOs, PLOs, and Program/Discipline Review that meets NWCCU standards and is consistent with the OCCC Mission and Core Themes.

### **Students**

The Associated Student Government (ASG) of Oregon Coast Community College is the official organization representing OCCC students. ASG connects students, College staff, and the public through various activities. In 2017-2018, ASG student leadership is engaging with their advisor in a review of the policies, procedures and practices of ASG. Five student ASG leaders are cooperatively completing this work and have agreed that all five will be known as ASG Leaders until the review and recommendations are complete, rather than assigning specific titles. Some recommendations from the ASG review have already been implemented. For example, ASG was given office space adjoining the commons at the central campus, and a new annual welcoming lunch with the President was instituted. All students are invited to attend and be active participants in ASG meetings. While the CoCo charter allows for student representation, this was only actualized in 2017, and now two ASG leaders attend each CoCo meeting. They are supported in their roles by the ASG advisor, who also attends CoCo.

As constituents of OCCC, all students are free to express their views on issues of institutional policy and on matters of general interest to the students. The students and their association are given the opportunity to provide input in the formulation and application of institutional policy. To this end, all students are regularly invited to respond to questions via a consistent student data collection site in the commons area in Newport. For example, over 80 students used this system to indicate their preferences on a new College vision statement in 2015. There are also student suggestion boxes at the North and Central sites. Student Services has instituted a culture of reaching out to students for feedback in many ways, including College Connect night. The second Tuesday of each term, College employees volunteer their time to call every enrolled student to ask how they are doing, ensure they are aware of support services, and ask for feedback and suggestions on College practices, particularly for recently implemented changes. Immediate concerns of the students are followed up within days, and general feedback is noted. Student Services staff compile a short report of common themes in the feedback from students, which is shared with administration.

When topics arise of concern to students, the College hosts student forums (with pizza) to present the information and gather input. This occurred in 2015 related to a proposal to increase student fees to support enhancements in technology and student services, and forums are planned for Spring 2018 to consider a potential tuition increase. OCCC also regularly administers the Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE) instruments. Finally, student perspectives are regularly gathered through course evaluation surveys, which include the opportunity for students to add comments about their classroom or College experience.

## Support Staff

Support staff at OCCC can be categorized in the following manner: classified (represented employees), confidential (non-represented), and affiliated (employed by another agency or self-employed while providing College services, or uncompensated volunteers). The number of support staff at the College hovers around 30 people, the majority of which serve in front line positions with high levels of interactions with students and the public, and/or with responsibility for facilities. At OCCC, academic advisors are also support staff positions.

Support staff are essential to mission fulfillment and they are highly valued. Due to their front-line status, they are often able to provide perspectives not represented elsewhere. Consideration of their views is important and essential. Developing structures to support their participation in governance can also be challenging due to shallow staffing of critical front-line services of a small college, differing work schedules, and widely varied job functions (aquarist, bookstore, administrative assistants, custodians).

Most support staff (except for confidential and affiliated staff) are represented via the collective bargaining process, which addresses working conditions. In 2015, the President established an affinity group for all administrative support professionals (defined as front line support staff whose primary role includes student or public interface). This group has adopted the name ASK (Administrative Support Knot). ASK meets monthly and staff are released to attend. Their charter is to work together as a group to identify, recommend to the president, and in some instances, implement improvement in College practices in areas in which they have a direct and reasonable interest. The ASK structure has not yet fulfilled this vision, largely in part to turnover in membership and the time needed to process where shared interests exist. Classified staff are also welcome to participate in CoCo, and the academic advisors do so regularly. Managers are expected to hold regular staff meetings that include consideration of the views of staff on matters that impact them. Managers are also expected to include support staff when gathering feedback for new initiatives and changes.

Affiliated staff in the past have often been disconnected from College communications and opportunities for participation. Improvements are in process to provide College emails to affiliated staff and add them to the appropriate communication distribution lists. Affiliated staff are invited to community and participatory events such as in-service, subject to supervisor approval. They are also expected to complete trainings as part of their relationship with the College.

### *Supporting Documentation*

Board Policy 203: Powers and Duties (Appendix 1)

Board Policy 300: Chief Executive Officer (Appendix 1)

[College Council Webpage](#)

College Council Charter (Appendix 4)

Organization Charts - Management, Technical & Confidential (Appendix 4)

Assignment of Responsibility and Authority for the Colleges Major Support and Operational Functions (Appendix 4)

Student Course Evaluation Example

Collective Bargaining Agreement – Classified (Appendix 5)

Collective Bargaining Agreement: Faculty (Appendix 5)

Educational Services Agreement 2016 (Appendix 5)

[Survey of Entering Student Engagement at OCCC](#)

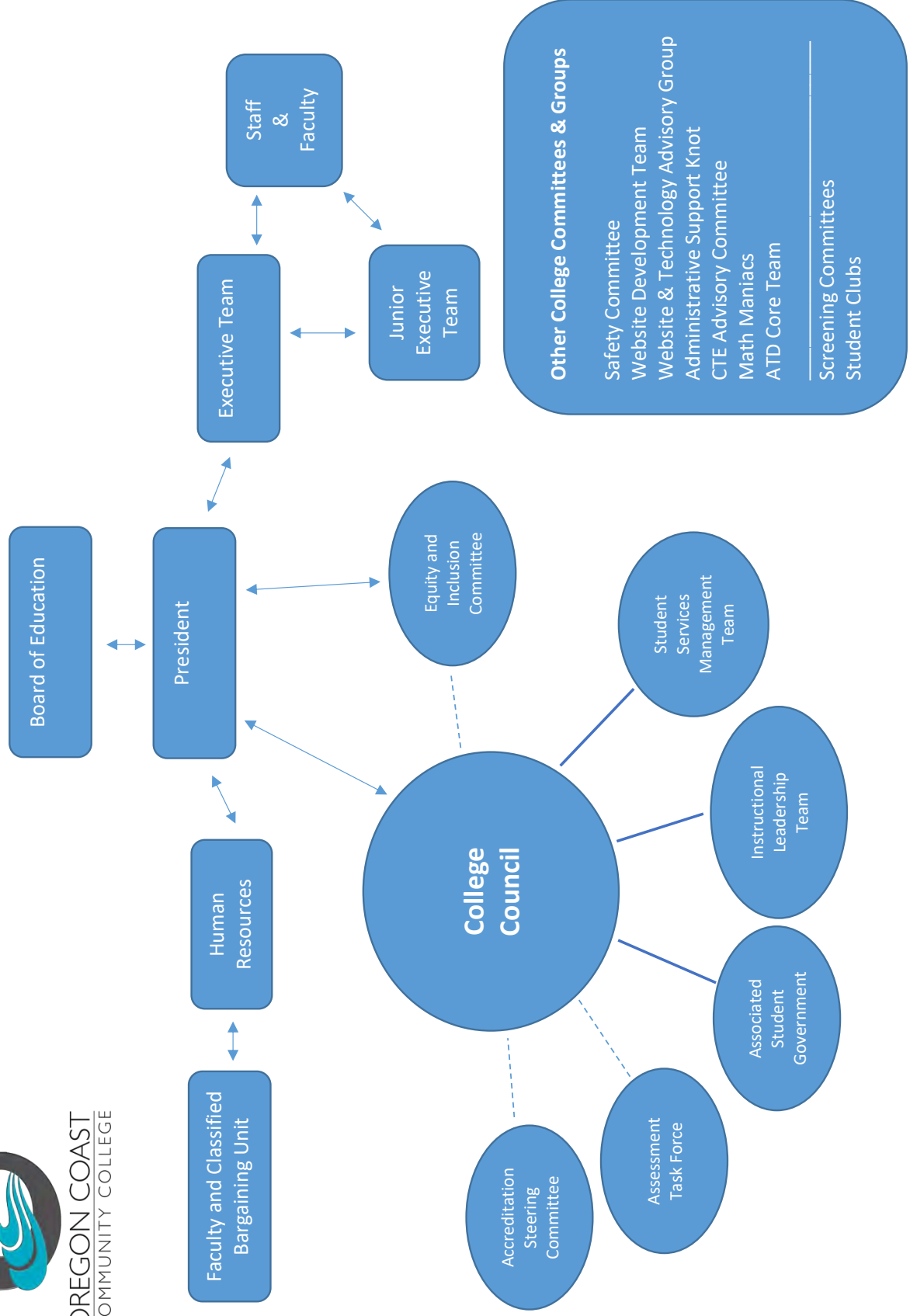
[Community College Survey of Student Engagement](#)





OREGON COAST  
COMMUNITY COLLEGE

## OCCC Participatory Governance Structure





## Councils, Teams, Groups, Committees, Task Forces

Table 2.2

Name	Purpose	Membership	Chair 2017-2018 Chair	Temporary or Standing
College Council (CoCo)	Advisory to the President forum to consider college-wide issues. Central structure for participatory governance.	College-Wide Representation, including Students	Annual Selection by CoCo Ann Wales & Marge Burak	Standing
Associated Student Government	Represent the students of OCCC	Students	Appointed Team of Five	Standing
Executive Team (ET)	Advisory to President Strategic planning, Mission fulfillment Operational coordination Collaboration	Deans, Directors, and Chiefs	President Birgitte Ryslinge	Standing
Junior Executive Team (JETs)	Collaborative tasks at the middle-management level, with guidance from the President and ET.	Managers	Annual Selection by JETs Spencer Smith & Ben Kaufmann	Standing
Equity & Inclusion Committee	Promoting a safe and inclusive campus environment for all and respect for a wide variety of human experience.	College-Wide Representation, including Students	Annual Selection by E&I Ben Kaufmann	Standing
Student Services Management Team	To provide departmental leadership around student success issues	Dean of Students, Enrollment Services Manager, Navigate Program Manager	Dean of Students Cindy Carlson	Standing
Instructional Leadership Team ILT	Collaboration and discussion of instructional and academic policy and practices prior to CoCo	Academic and Student Services Administrators FT & PT Faculty	Chief Academic Officer Dan Lara	Standing
Assessment Task Force	Development of assessment processes consistent with OCCC mission and core themes and NWCCU standards	Dean of Academics & Workforce, FT & PT Faculty Representatives	Chief Academic Officer Dan Lara	Standing
Accreditation Steering Committee	Guidance and review of NWCCU accreditation processes	Administrators, Staff, and Faculty	Accreditation Liaison Officer Dan Lara	Standing

Name	Purpose	Membership	Chair 2017-2018 Chair	Temporary or Standing
Safety Committee	Promote a safe, welcoming physical environment Reduce injury and environmental impact	College-Wide Representation	Facilities and Public Safety Manager Chris Rogers	Standing
Website Development Team (WebDev)	To maintain and provide oversight to the College website.	CoFO, SBDC Director, IT Support Manager, Website Coordinator	Responsible ET Members Robin Gintner & Dave Price	Standing
Website & Technology Advisory Group (WAG-TAG)	Advisory group for technology & website user perspectives	WebDev Team with user representatives	Information Technology Support Manager Spencer Smith	Standing
Administrative Support Knot (ASK)	Platform for support staff to exchange ideas, achieve efficiencies and support each other.	All College Support Professionals	Human Resources and Process Improvement Manager Joy Gutknecht	Standing
CTE Advisory Committees and AQS NVC	Opportunity for industry leaders and students to advise on issues related to CTE programs.	Faculty Academic Advisor Industry & Student Representatives	Academic Administrator For CTE Program	Standing
Math Maniacs	Promote excellence and student success in math courses and pathways	Faculty, Academic Managers, Student Services Managers, Academic Advisors	FT Math Faculty Marge Burak	Long-Term Temporary
ATD Core Team	To provide leadership and direction around student success issues.	President, Deans, Managers, IR, Faculty	Appointed Annually by President Cindy Carlson	Long-Term Temporary
Civil Rights Assessment Team	To manage compliance and gap analysis prior to our upcoming OCR visit.	Dean of Students, Chief of Finance & Operations, HR & Process Improvement Manager	Appointed by President Carlson, Gintner, & Gutknecht	Temporary
Quality Online Work Team	To create quality online standards to be used as a checklist for new courses and assessment for existing courses.	Manager/Faculty, 2 FT Faculty & 2 PT Faculty	Darci Adolf	Temporary
Information Literacy Team	Discussion and identification of projects to strengthen information literacy and research writing.	Library & Media Services Manager, FT Writing Faculty, PT Writing Faculty	Darci Adolf & Patrick Misiti	Temporary

Table 2.2



OREGON COAST  
COMMUNITY COLLEGE

## Oregon Coast Community College Management, Technical & Confidential Chart of Organization

January 2018

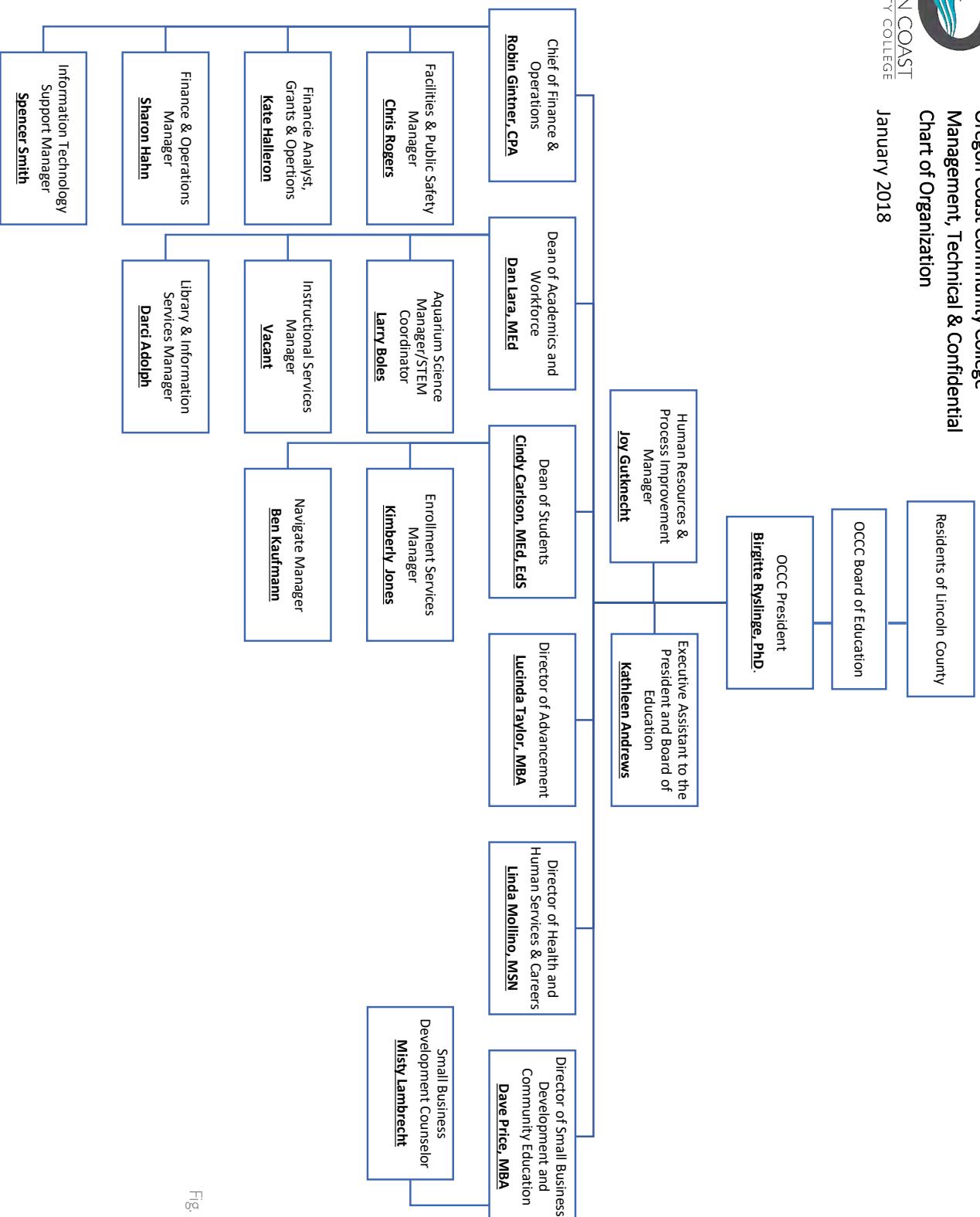


Fig. 2.3

## Assignment of Responsibility and Authority for the College's Major Support and Operational Functions

This table shows the assignment of responsibility and authority for the college's major support and operational functions. These functions are all overseen by the President and the seven managers reporting to the President. The College Organizational Charts reflect the further delegation of responsibility that occurs within functional areas.

Table 2.4

President Ryslinge	Board of Education ex-officio, and Clerk Board of Education coordination and communication Recommendations to Board on: Strategic planning Programing Budget, Tuition, Fees Contracts Real estate Community partnerships Authorize grant applications Leads the Executive Team Delegation of authority and responsibility NWCCU Institutional Compliance
Cindy Carlson, Dean of Students	Outreach and Recruitment Enrollment Services Financial Aid Advising and Placement Testing Disability Services Coordinator Title IX Coordinator Conduct Officer Achieving the Dream Team Lead Student Success Initiatives Career and Transfer Services Associated Student Government/Clubs/Activities NWCCU Compliance for Assigned Areas
Dan Lara, Dean of Academics and Workforce	Chief Academic Officer and Accreditation Liaison Office Instructional Leadership/Curricular Concerns Enrollment growth Credit offerings (except for Health & Human Services) Transfer/ Lower-Division Collegiate Basic Skills and Tutoring Workforce Aquarium Science Business Education (k-12 track) Non-credit Workforce Education with Dave Price Institutional Effectiveness Library NWCCU Compliance for Assigned Areas

Linda Mollino, Director of Health and Human Services and Career	Health and Human Services Programs Nursing Nursing Assistant Medical Assistant Emergency Medical Technician Criminal Justice New CTE program start-up Early Childhood Education South County Site Manager Career Pathways Grant Perkins Grant NWCCU Compliance for Assigned Areas
Dave Price, Director of Small Business Development & Community Education	Small Business Development Center Community Education Non-credit Workforce Education with Dan Lara Public Information Officer North County Site Manager NWCCU Compliance for Assigned Areas
Lucinda Taylor, Director of Advancement	Foundation Foundation Board Donor relations Scholarships Finance & Operations Fundraising events SEAL program Grants Coordination Institutional grant writing NWCCU Compliance for Assigned Areas
Joy Gutknecht, Human Resources and Process Improvement Manager	Human Resources & Process Improvement Deputy Title IX Coordinator-Employees NWCCU Compliance for Assigned Areas
Robin Gintner, Chief of Finance and Operations	Finance Payroll Bookstore Food service Facilities (buildings and sites) Information Technology Grounds and Custodial Public Safety Emergency Planning Deputy Title IX Coordinator-Students NWCCU Compliance for Assigned Areas



Functions with Shared Leadership and Authority	
Marketing & Community Relations	President Ryslinge, Dave Price, Lucinda Taylor
Title IX Compliance	Cindy Carlson, Robin Gintner, Joy Gutknecht
Assurances Point of Contact (Nondiscrimination)	Cindy Carlson, Joy Gutknecht
Office of Instruction functions: faculty support & standards, distance learning, assessment, curriculum	Dan Lara, Linda Mollino
College Website	Robin Gintner, Dave Price
School District and University Partnerships	Cindy Carlson, Dan Lara

Table 2.4

## 2.A.2 Division of Authority and Responsibility is Clearly Defined

*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.*

The State of Oregon does not have a community college “system” as might be typical in other states. Oregon establishes community college districts based on a vote of citizens within the boundaries of the respective proposed community college district. This process originates with those citizens. Oregon law describes the process by which a district is created, and, if created, provides policy guidance from the Higher Education Coordinating Commission (HECC) and administrative guidance from the Oregon Department of Community Colleges and Workforce Development (CCWD).

Governance of the district is reserved to the locally elected district Board of Education. The HECC establishes administrative direction broadly, with CCWD as its administrative manager. The local board, once established, has complete district governance authority and does not report to either the HECC or the CCWD. OCCC is a single-college district. System policies, regulations and procedures concerning the college are clearly defined via board and administrative policies, and are equitably administered.

### *Supporting Documentation*

[Higher Education Coordinating Commission Coordinating Role for Community Colleges](#)

ORS Guidelines: 341.015 (Appendix 1)

[Community College and Workforce Development \(CCWD\) Website](#)

Board Policies (Appendix 1)

[College Practices and Procedures](#)

## 2.A.3 Compliance with the Commission’s Standards of Accreditation

*The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

Oregon Coast Community College has carefully reviewed and accepts the policies and standards of Northwest Commission on Colleges and Universities (NWCCU) and agrees to comply with these standards and policies as currently stated or as modified. Accreditation standards continue to provide the framework for the organizational development and institutional planning of the College.

President Birgitte Ryslinge is the individual with final responsibility for ensuring compliance with the Commission's standards and responding appropriately to the impact of updates and changes in the College's internal collective bargaining agreements, legislative actions and other mandates. She is supported in that work by Dan Lara, Dean of Academics and Workforce. As Accreditation Liaison Officer (ALO) to NWCCU, Dean Lara is assigned responsibilities appropriate to a College that is not yet independently accredited.

The College is supported in monitoring the impacts of legislative action and other external mandates through active participation in the Oregon Community College Association (OCCA), Oregon Presidents' Council (OPC), Council of Instructional Administrators (CIA), and Council of Student Services Administrators (CSSA). OCCA actively monitors all potential legislation for impact to Community Colleges, and by extension any interface with NWCCU eligibility requirements and standards, since NWCCU is the regional accreditor for all community colleges in Oregon. OPC meets monthly and is a forum for presidents to discuss and share knowledge about strategic directions and the impact of external matters on community colleges. CIA fulfills a similar function for chief academic officers, most of whom are the ALOs for their college.

The Board of Education has also given great attention to understanding the Commission's Standards of Accreditation and the role of the Board within those standards. The Board requests regular updates on the College's progress towards candidacy and has participated in trainings about the Board's role in the standards. Likewise, since 2014, College administration has participated in numerous development activities to ensure all managers fully understand the NWCCU requirements and standards, particularly as they relate to their assigned areas and their responsibility to monitor compliance with standards. Via service on the Accreditation Steering Committee, College Council, and College in-service events, faculty and staff have also grown in their understanding of their roles in meeting the Standards.

*Supporting Documentation*

[Oregon Community College Association Website](#)

#### **2.A.4 Functioning Governing Board**

*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.*

Oregon Coast Community College has a single governing Board, the Board of Education (BOE). The BOE consists of seven publicly elected members who represent zones within the community College service district of Lincoln County, Oregon. The Board is responsible for the quality and integrity of the programs and services of OCCC and for ensuring that the College is operating to achieve the College's mission. Board Policy 203 enumerates the Board Powers and Duties.

Board members have no contractual, employment or financial interest in the College. They do not receive compensation or gain financially by their service to the College but serve as volunteer electorates. They may be reimbursed for the actual and necessary expenses incurred in the performance of their duties (BP 204). The College's conflict of interest policy (BP 706) applies to Board members, officers, employees and agents of Oregon Coast Community College and prohibits financial gain (other than employment) from a relationship with the College. It also states that employees of Oregon Coast Community College and those of PCC, with whom OCCC has an Educational Services Agreement, are ineligible to serve on the Board of Education; if elected or appointed to the Board, they must resign their employment to serve.

As of January 15, 2018, the seven OCCC Board Members are:

- Zone 1: Mr. Richard Emery
- Zone 2: Ms. Alison Nelson-Robertson
- Zone 3: Mr. Jeff Ouderkirk (founding Board member)
- Zone 4: Ms. Nancy Osterlund (Vice-Chair)
- Zone 5: Ms. Chris Chandler
- Zone 6: Dr. Cliff Ryer
- Zone 7: Ms. Debbie Kilduff (Chair)

The Board holds public meetings the third Wednesday of every month, rotating location between the three College sites (Newport, Lincoln City and Waldport). Meetings are widely publicized to encourage public participation. Additional meetings are scheduled as needed. The Board Organization policy (BP 209) makes clear the duties of officers, including the president.

#### *Supporting Documentation*

[Board of Education Webpage](#)

[OCCA Board Handbook 2016](#)

Board Policy 203: Board Powers and Duties (Appendix 1)

Board Policy 204: Board Member Expenditure Compensation (Appendix 1)

Board Policy 209: Board Organization (Appendix 1)

Board Policy 706: Ethical Conduct and Conflict of Interest (Appendix 1)

### **2.A.5 Board Acts Only as a Committee of the Whole**

*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.*

Board of Education members understand their responsibility to act only as a committee of the whole. Persons appearing before the Board are reminded that members are without authority to act independently as individuals in official matters. BOE members' understanding of this concept is consistently reinforced through professional development. Within Oregon, the Oregon Community College Association (OCCA) provides annual trainings for new Board members, chairs, and vice-chairs and all receive the OCCA Board Member Handbook, which states:

*"The power of governance is expressed through one voice. As individuals, trustees make no commitments on behalf of the Board to constituents, nor do they criticize or work against Board decisions. To be effective Boards must:*

- *Integrate multiple perspectives into Board decision-making*
- *Establish and abide by rules for conducting Board business*
- *Speak with one voice, and support the decision of the Board once it is made*
- *Recognize that power rests with the Board, not individual trustees"*

In 2014, the OCCC Board conducted a Board Assessment using the ACCT Governance Institute for Student Success instrument. Two items address the concept of the Board acting as a whole. Board members' composite rankings on the two items cited below were above four on a five-point scale.

*12. The Chair serves as the voice of the Board when dealing with the public and media. 2014: 4.57*  
*25. The Board accommodates the differences of opinion that arise during debates of issues, and once a decision is made, Board members cease debate and uphold the decision. 2014: 4.14*

#### *Supporting Documentation*

Board Policy 206: Public Participation at Board Meetings (Appendix 1)

Board Self-Assessment Report – 2014 (Appendix 4)

Board Self-Assessment Report – 2016 (Appendix 4)

### **2.A.6 Board Oversight of Institutional Policies**

*The Board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.*

The OCCC Board of Education (BOE) establishes appropriate institutional policies, including those regarding its own organization and operation. Policies are maintained in the OCCC Board Policy manual, which is available on-line for ease of public access, and hard copies are also available in the Office of the President. Since founding, the BOE has reviewed, revised and added policy as needed. In 2014-2015 the BOE conducted a full-scale review and revision of all BOE policies, to ensure their grounding in best practices, currency, and appropriate legal references. Board goals for 2017-18 include a commitment to begin a new cycle of Board policy review with approximately one-third of policies reviewed in each of the next three years.

#### *Supporting Documentation*

Board Policies (Appendix 1)

[Board Policies Website](#)

Board of Education Goals 2017-2018 (Appendix 4)

### **2.A.7 Selection and Evaluation of Chief Executive Officer**

*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.*

Under its authority granted by ORS 341.290, and enumerated in BOE Policy 255 the Board of Education established the office of president (as CEO) and delegated authority and responsibility to the president to implement and administer Board-approved policies related to the operation of the institution. The Board selected and appointed Dr. Birgitte Ryslinge as the College's fifth president in 2014. The Board conducts regular evaluations of Dr. Ryslinge's performance using procedures described in the employment contract and accepted the recommendation by Human Resources for a two-year goals and evaluation cycle at its November 15, 2017 meeting. The Board conducts full evaluations of the President in alternate years, and reviews goals with the president annually.

#### *Supporting Documentation*

Board Policy 255: President's Authority and Administrative Organization (Appendix 1)

2015 ORS 341.290: General Powers (Appendix 1)

OCCC President's Performance Reviews: Hard Copy Available on Request

Human Resources Recommendation for President's Performance Review (Appendix 1)

### **2.A.8 Board Evaluates Self**

*The Board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.*

The OCCC Board of Education regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner. In 2014, the BOE adopted the Board self-assessment instrument that is part of the Governance Institute for Student Success (GISS) initiative

of ACCT, and currently plans to administer this self-assessment every two years. BOE self-assessments were completed in 2014 and 2016, with the next administration planned for 2018. OCCC Board members also participated in 2014 and 2016 in the Governance Institute for Oregon, hosted by the Oregon Community College Association (OCCA).

GISS self-assessment results are shared with the full Board and reviewed during a Board meeting and are also discussed in depth at the annual Board Retreat. Retreats typically occur in the fall and present an opportunity for the BOE to reflect upon its own performance, consider improvements, and set goals for the upcoming year.

*Supporting Documentation*

[ACCT Website for Governance Institute for Student Success](#)

Board Self-Assessment Report – 2014 (Appendix 4)

Board Self-Assessment Report – 2016 (Appendix 4)

## **2.A.9 Effective System of Leadership**

*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 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 (see Figs. 2.3 and 2.4).

Oregon statute defines the broad authority given to community College Boards. OCCC Board Policy 203: Board Powers and Duties identifies the authorities of the BOE. The BOE retains certain limited powers and delegates all others to the President. The President retains certain authorities, and delegates responsibility and authority for the College's remaining major support and operational functions to the Executive Team (ET) and the Human Resources and Process Improvement Manager. Assigned responsibilities are described in Standard 2.A.11.

All administrators possess the qualifications, education, and experience necessary to be experts in their own areas. Additionally, the ET possesses the leadership skills to work cross-departmentally with each other. The president, the ET and other administrators are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. The president gives each member of the ET appropriate and significant responsibilities and holds them accountable for outcomes and assessment of their assigned areas. The administrators who staff the College's system of leadership plan and execute long-term and short-term strategy to fulfill the College's mission of providing educational pathways in response to the diverse needs of the community.

*Supporting Documentation*

Board Policy 203: Board Powers and Duties (Appendix 1)

Organizational Charts (Appendix 4)

Assignment of Responsibility and Authority for the College's Major Support and Operational Functions (Appendix 4)

#### **2.A.10 Employs Appropriately Qualified Chief Executive Officer**

*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.*

Since its founding in 1987, OCCC has employed a chief executive officer (president) appointed by the governing Board and whose full-time responsibility is to the institution. The president is not a Board member and attends all Board meetings in an ex-officio capacity. Board Policy 209 establishes that the president serves as the Clerk of the Board.

Dr. Birgitte Ryslinge is the College's fifth president (of whom two have been interim), and she began her tenure on July 1, 2014. Dr. Ryslinge's resumé and employment contract are included as supporting documentation. The employment contract clearly states that her full-time responsibility is to the College. She is not an officer of the Board.

##### *Supporting Documentation*

President Ryslinge Contract (available upon request)

President Ryslinge Resumé (Appendix 4)

Board Policy 209: Board Organization (Appendix 1)

#### **2.A.11 Employs Sufficient Number of Qualified Administrators**

*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.*

In addition to the president, Oregon Coast Community College employs 14 qualified administrators who provide effective leadership and management for the College's major support and operational functions. This is a sufficient number given the College's current size of approximately 40 full-time and 65 part-time employees, and a student headcount of approximately 2,000 students taking 5,200 courses per year. This number of administrators also provides capacity for College growth in enrollment. It is anticipated that within the next five years, assumption by the College of the remaining services currently provided by Portland Community College via the Educational Services Agreement will require the addition of three to five new staff positions at OCCC, of which one or two might be mid-level managers. Table 2.4 shows the assignment at the executive level of responsibility for the College's major support and operational functions.

OCCC administrators work collaboratively across institutional functions and units to foster fulfillment of the College's mission and achievement of its core themes of student success and educational pathways. Executive level administrators oversee a variety of support and operational functions, and in some cases, are supported by mid-level managers with oversight for specific functions. Curriculum Vitae of Executive level administrators (from hire dates) reflect the experience and qualifications they bring to the Executive team.

To ensure ongoing alignment, collaboration and focus on mission fulfillment, the executive team meets three times per month with the president, all administrative managers meet as a group monthly, and the junior executive team (JETs) meets monthly.

##### *Supporting Documentation*

Executive Team Curriculum Vitae (Appendix 4)

Organizational Charts (Appendix 4)



## **2.A.12 Academic Policies**

*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.*

Academic policies are available online for review by students, staff, and the community. Board policies and administrative rules related to instruction are detailed in the 400 series. In addition, academic policies specifically relevant to students are found in the catalog (available in online and in print). Relevant academic policies are included in the student and faculty handbooks and in the syllabus template.

The Instructional Leadership Team (ILT) is charged in part with the review, revision, and development of College academic policies. During the review process, The College Council which is representative of the College community (faculty, classified staff, students, managers), recommends changes and additions. Per the Educational Services Agreement, we adhere to the academic policies of PCC, however, due to different structures and systems, our implementation process may be different.

The Aquarium Science, Medical Assisting and Nursing programs have developed their own student handbooks to address academic policies specific to these Career and Technical Education programs. These documents are distributed to the new cohort of each program's students each fall.

### *Supporting Documentation*

Academic Policies (Appendix 1)

[Academic Policies Webpage](#)

Board Policies (Appendix 1)

Aquarium Science Student Handbook 2017-2018 (Appendix 3)

Faculty Handbook 2017-2018 (Appendix 1)

Nursing Program Student Handbook 2017-2018 (Appendix 3)

Student Handbook 2017-18 (Appendix 3)

Syllabus Template (Appendix 3)

## **2.A.13 Library Policies**

*Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.*

Library policies are documented, published both online and in print, and enforced by library personnel. Policies include: Policies Regarding Access to and Use of Collections, Policies Regarding Access to and Use of Services, Policies Regarding Access to and Use of Spaces, Acceptable Use, ADA Compliance, Acquisitions & Collection Development, Copyright Guidelines, Intellectual Freedom, Privacy & Confidentiality of Patron Records, and study room policies.

Library policies are published and kept in a binder at the Library Services desk. Copies of policies are available upon request. The binder also serves to inform and remind library staff and student workers of existing policies and procedures for enforcement purposes.

Policies regarding library computers are also posted in the library team lab, as well as in the Library near the computer stations. Policies regarding the six library study rooms are also posted inside each of the rooms. All library policies are also posted online on the Library webpage.

### *Supporting Documentation*

Library Policies (Appendix 1)

### **2.A.14 Transfer of Credit Policy**

*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.*

In accordance with the Educational Services Agreement, OCCC adheres to the Transfer Credit Standards and Processes of PCC in accepting the transfer credits from other accredited institutions. PCC has final authority on the acceptance of transfer credits for OCCC students. As described in the Educational Services Migration Plan, OCCC staff will be trained to evaluate transfer credit. As OCCC develops its own policies, decisions will be made regarding policies to accept some types of non-traditional credit.

*Supporting Documentation*

College Catalog 2017-18 (Appendix 3)

[Advising Webpage](#)

[PCC Transfer Credit Webpage](#)

### **2.A.15 Student Rights and Responsibilities**

*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.*

Information about student's rights and responsibilities is available in OCCC's online catalog. The online student handbook also contains information for students about rights and responsibilities including academic integrity, grievances, and accommodations. The Student Consumer Information webpage also contains a complaints/grievance link.

OCCC's Dean of Students provides disability services to students. OCCC abides by all appropriate laws and regulations for students with disabilities. In addition, the faculty syllabus template includes required statements on ADA, Equal Opportunity, and Academic Honesty and Integrity. Student policies and procedures are administered in a fair and consistent manner.

The Dean of Students reviewed student code of conduct as well as the grievance procedure in the 2016-17 academic year and is currently researching the use of universal design concepts to be incorporated into course curriculum and class environments.

*Supporting Documentation*

College Catalog 2017-18 (Appendix 3)

Board Policy 820: Student Rights, Responsibilities and Conduct (Appendix 1)

Student Handbook 2017-18 (Appendix 3)

### **2.A.16 Admission and Placement Policies**

*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.*

OCCC has adopted and adheres to admission and placement policies that guide student enrollment through evaluation of prerequisite skills to ensure a reasonable probability of student success. This begins with Board Policy 403, which establishes that, "College programs shall be open to all students who have the ability to benefit from those programs, subject to budget limitations. However, the College may require specific academic standards for admission into programs when such standards are necessary for student success. The College has a compelling interest in ensuring student diversity in its programs."

Pursuant to this policy, the College is an open admission institution with limited-entry criteria for the Aquarium Science, Nursing, and Health programs. Additional admission 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.

All credit students must complete the online admission process and are then referred by email to a placement process and advising prior to registration in classes. Students desiring to enter the limited-entry programs must also complete a separate application process. OCCC uses multiple measures to place students at course levels most likely to support their success.

Continuation, termination and reinstatement for all students in OCCC degree and certificate programs depends upon maintaining successful academic progress as identified in OCCC standards of Satisfactory Academic Progress (SAP). 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.

#### *Supporting Documentation*

Board Policy 403: Admissions (Appendix 1)

College Admissions Process (Appendix 3)

Nursing Program Application (Appendix 3)

Aquarium Science Program Application (Appendix 3)

College Catalog 2017-18: Underage Admissions (Appendix 3)

College Catalog 2017-18: Standards of Satisfactory Academic Progress (SAP) (Appendix 3)

### **2.A.17 Co-curricular Activities Policies**

*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.*

OCCC Student Rights and Responsibilities, published in both the college catalog and student handbook, detail the rights of students in forming student organizations, participating in institutional government, and their role in creating student publications. Primary oversight for co-curricular 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. To guide ASG's work in vetting new student

groups they maintain and administer the Club Charter Application, Steps for Starting a Club document, and a Club/Co-Curricular Activity Form.

College leadership supports a strong student government and its role in fostering leadership and developing an active, enjoyable, and inclusive campus community that supports the college mission. ASG has undertaken the certification process administered by the Council of Student Services Administrators, which is the state-wide affinity group for community college chief student services officers. As part of this process ASG is using the recommended student government certification themes of:

- Leadership Development
- Intellectual Growth
- Social Responsibility
- Cultural Competency
- Effective Communication

As part of a deep dive conversation at College Council, which includes ASG representation, OCCC will review co-curricular activities and how to deliver an expanded set of activities designed to bridge the gap between academic and life experiences. OCCC's existing, long-standing co-curricular activities will be augmented with more intentional options for students.

#### *Supporting Documentation*

[Student Clubs & Organizations Website](#)

College Catalog 2017-18 (Appendix 3)

Student Handbook 2017-18 (Appendix 3)

### **2.A.18 Policies and Procedures**

*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.*

As outlined in Board Policy 255, the OCCC Board of Education delegates duties for management of the College to the President. The President, or designee, is responsible for the organization and operation of the College and shall appoint, remove, discipline, and supervise all employees of the College in a manner consistent with the College personnel system and applicable collective bargaining agreements. Section 700 of Board Policy enumerates additional Board policy for personnel matters.

Accordingly, 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 various working conditions, use of College resources, employee benefits, ethics, compliance, hiring procedures, and student rights and responsibilities. OCCC is currently transitioning from paper documentation of human resource policies and procedures to an electronic presence on the Employee Resources webpage which will provide employment related policies, practices and procedures.

The College maintains the Faculty Collective Bargaining Agreement and the Classified Collective Bargaining Agreement, which covers faculty and staff. The Employee Handbook (currently in draft) will provide information that applies to all OCCC employees, with additional detail applicable to managers, technical and confidential staff. The labor contracts and employee handbook outline terms and conditions of employment and standards for discipline that provide a framework to ensure consistent and fair treatment of all employees. The labor agreements are formally negotiated and updated through an agreed-upon cycle of collective bargaining. The Employee Handbook (draft) is being compiled by Human Resources, with an annual review and updates as needed.

The College occasionally employs students in regular staff positions and the Human Resources policies detailed above apply to students depending upon the employee classification (most typically classified.) These employees retain all of the student rights and responsibilities detailed in the Student Handbook as long as they are enrolled as students. The SEAL (Serve, Earn and Learn) Scholarship Program offers OCCC students financial assistance in exchange for service to OCCC. The scholarships provide on-campus educational service assignments for selected students. SEAL program policies are as follows:

- Assignments are for the academic year and typically consist of three terms (Fall, Winter, & Spring).
- The assignment will not exceed a total of 56 hours per term for a scholarship award of \$550 per term. Students working fewer hours will receive a pro-rated scholarship award.
- Each student is assigned a mentor and will work with their mentor each term to establish a work schedule that fits with their class schedule.
- Students will average 5-7 hours per week and are typically not expected to work during the first week of the term or during finals week.
- SEAL Students may request a specific assignment via the application form. However, the final assignment will be based on an interview and selection process by the designated mentor.

#### *Supporting Documentation*

Board Policy 255: President's Authority and Administrative Organization (Appendix 1)

Board Policies Section 700: Personnel (Appendix 1)

Collective Bargaining Agreement: Faculty (Appendix 5)

Collective Bargaining Agreement: Classified (Appendix 5)

Student Handbook 2017-18 (Appendix 3)

SEAL Scholarship Agreement FY18 (Appendix 1)

### **2.A.19 Conditions of Employment**

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

The employee handbook (currently in draft) and the faculty and staff collective bargaining agreements (CBA) inform employees of their rights and conditions of employment. 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.

The Personnel Action Form (PAF) documents actions that affect any aspect of employment. OCCC has recently moved to an electronic system that allows for electronic approval of the action that needs to be taken. With proper approvals, Human Resources generates documentation to be provided to impacted employee for acknowledgement. The Confirmation of Teaching Assignment (CTA) communicates teaching assignments and payment to instructors for a given term.

#### *Supporting Documentation*

Personnel Action Form (Appendix 1)

Salary Increase Notification (Appendix 1)

Position Change Notification (Appendix 1)

Confirmation of Teaching Assignment (CTA) (Appendix 1)

## **2.A.20 Security of Human Resource Records**

*The institution ensures the security and appropriate confidentiality of human resources records.*

OCCC recognizes the importance of the security and confidentiality of personnel files and addresses this in Board Policy 709. Human Resources is charged with the responsibility of maintaining the official personnel file for each employee. It is the practice of Human Resources to maintain separate files for medical related files, worker's compensation or employee grievances. The confidentiality of the employee files is the responsibility of Human Resources and access is restricted to only those authorized by Board policy.

### *Supporting Documentation*

Board Policy 709: Personnel Records (Appendix 1)

Employee Handbook – Section C (Draft) (Appendix 1)

## **2.A.21 Clear Representation**

*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 clearly, accurately and consistently through its announcements, statements and publications. These representations are provided via the catalog, website, Facebook community, Twitter, Instagram account, official statements, press releases, advertisements and brochures.

Information about degrees and certificates is provided in the catalog, as well as on the website. The Degrees and Certificates pages provide the course of study, program outcomes, career information and estimated time to completion.

Staff regularly review College publications to assure integrity in all representations about its mission, programs and services. Administration in the various functional areas (student services, instruction, etc.) are responsible for the accuracy of related public information. Communications and publications undergo multiple reviews prior to publishing and distribution. In addition, all staff are empowered to look for and report to the supervisor and website staff (for on-line publications) any gaps in information or inadvertent inaccuracies.

### *Supporting Documentation*

College Catalog 2017-18 (Appendix 3)

College Catalog 2017-18: Degrees (Appendix 3)

College Catalog 2017-18: Certificates (Appendix 3)

[College Website](#)

[College Facebook Page](#)

[Twitter \(@occcsharks\)](#)

[Instagram \(@occcsharks\)](#)

[Office of the President Webpage](#)



## 2.A.22 High Ethical Standards

*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 Board of Education, administration, faculty and staff are committed to maintaining working and learning environments that demonstrate adherence to high ethical standards and are free from any form of harassment. Three of the College's eight core values address ethical standards:

**Accountability:** We accept responsibility for our actions and commit to transparent practices.

**Integrity:** We act with honesty and authenticity to foster a culture of ethics and respect that embodies our work and serves the community.

**Equity:** We embrace diversity and address the inequities and barriers that prevent people from learning and working to their full potential.

OCCC advocates, subscribes to and seeks to exemplify high ethical standards in managing and operating the College and in its dealing with the public, the Commission, and external organizations. Board of Education policy addresses Ethical Conduct, Conflict of Interest (Board Policy 706) and Contracts (Board Policy 615). An Institutional Effectiveness page on the website shares public information including status regarding regional accreditation.

OCCC is committed to maintaining employment and educational environments that are free of discrimination. This commitment is expressed in the Board Policy Assurance of Civil Rights and Nondiscrimination (Board Policy 301), the faculty and classified staff collective bargaining agreements, job postings, as well as other types of publications. Administrative rules regarding the maintenance of a harassment-free environment; complying with the Americans with Disabilities Act; practicing equal employment opportunity; adhering to non-discrimination; and providing reasonable accommodations are widely publicized and practiced.

Further policies establish that equal employment opportunity and treatment shall be practiced by the College regardless of race, color, national origin, religion, sex, sexual orientation, age, marital status, veteran status, or any other conditions protected by law, including the Americans With Disabilities Act (Board Policy 700, Board Policy 703).

The College's budget process is transparent and includes the opportunity for input from the public and the campus community (see Table 3.4). Members of the community participate in the budget review process by serving as members of the Budget Committee. OCCC's Board of Education also hosts budget meetings and a hearing to gather additional input. These meetings are publicly noticed and are open to the public. Testimony gathered throughout the meeting becomes part of the public record. Financial records are audited annually by an external firm and auditors conduct an exit review with the Chief of Finance and Operations and the Board Chair to review audit findings. These findings are presented at a regularly scheduled Board of Education meeting and then are posted on the OCCC website for public review.

The College ensures complaints and grievances are addressed in a fair and timely manner (see Board Policy 793, Staff Complaints and Appeals). These processes are established for students and the various employee classes (see below):

- Students, Student Handbook, Conflict Resolution, pg. 62
- Classified Employees, Article XIV of the CBA
- Faculty, Article XXV of the CBA

- Employee Grievance procedure (draft)

The College website also provides an avenue for members of the public who are not students or employees to make inquiries or complaints to designated personnel. The website also provides contact emails for the President and BOE members. Board Policy 202 lays out the process for anyone to make a complaint directly to a Board member. Regardless of the way in which the College becomes aware of the issue, complaints and grievances are addressed in a fair and timely manner.

#### *Supporting Documentation*

2017 OCCC Budget Committee (Appendix 4)

Collective Bargaining Agreement: Faculty (Appendix 5)

Collective Bargaining Agreement: Classified Staff (Appendix 5)

Board Policy 202: Complaints Received by Board Member (Appendix 1)

Board Policy 301: Assurances Civil Rights and Nondiscrimination (Draft – Pending Board approval) (Appendix 1)

Board Policy 615: Contracts (Appendix 1)

Board Policy 700: Equal Employment Opportunity (Appendix 1)

Board Policy 703 Sexual Harassment (Appendix 1)

Board Policy 706: Ethical Conduct and Conflict of Interest (Appendix 1)

Board Policy 793: Staff Complaints and Appeals (Appendix 1)

Gender-Based and Sexual Misconduct Policy (Appendix 1)

Employee Grievance Procedure (Draft) (Appendix 1)

Student Handbook 2017-18 (Appendix 3)

[College Equal Opportunity Webpage](#)

Vision, Mission, Values and Core Themes (Appendix 1)

[Institutional Effectiveness Webpage](#)

### **2.A.23 Conflict of Interest**

*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 is a publicly funded College and not affiliated with or supported by social, political, corporate or religious institutions. The Board of Education has adopted policy regarding Ethical Conduct and Conflict of Interest (Board Policy 706), as outlined and defined in ORS 244.320. Oregon Statute ORS 174.109 defines public officials as an elected official, appointed official, employee or agent, irrespective of whether the person is compensated for services. BP 706 includes the following statement regarding conflict of interest:

*College employees will not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as staff members. If an employee has a potential or actual conflict of interest, the employee must notify his/her supervisor, in writing, of the nature of the conflict and request that the supervisor appropriately disposes of the matter giving rise to the conflict.*

To avoid nepotism in supervision, the Board of Education directs that no employees be assigned in any position where the employee would be responsible to a member of his/her family. Similarly, to avoid nepotism in hiring, no employees may serve in any hiring capacity wherein an applicant is a family member. Family, as used in this policy and as defined by law means the wife, husband, son,

daughter, mother, father, brother, brother-in-law, sister, sister-in-law, son-in-law, daughter-in-law, mother-in-law, father-in-law, aunt, uncle, niece, nephew, stepparent or stepchild of the individual.

Board Policy 787 establishes the employee code of conduct. Historically, employees have been reminded via a variety of methods of their responsibilities regarding conflict of interest and conduct. With the adoption of new software in 2017, the College has systematized these notifications and now can provide the information electronically, require electronic acknowledgement of understanding of content and track completion of this task. Additionally, all new employees will receive this information electronically for acknowledgement.

#### *Supporting Documentation*

Board Policy 706: Ethical Conduct and Conflict of Interest (Appendix 1)

Board Policy 787: Code of Conduct (Appendix 1)

2015 ORS 244.320: Manual on government ethics (Appendix 1)

2015 ORS 174.109: "Public body" defined (Appendix 1)

Administrative Policy 706.1 - Employee Governmental Ethics (draft)

### **2.A.24 Intellectual Property**

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

Intellectual Property rights are addressed in Article VII--Academic Freedom of the Faculty Collective Bargaining Agreement which states, *"Instructors are entitled to full freedom in research and in the publication or production of the results of their work, unless such work is undertaken as part of paid instructional assignment."*

Historically, this statement has been sufficient to address situations that have arisen regarding ownership of intellectual property. Going forward, particularly as the College grows, OCCC may consider further definition of policy, most likely through the collective bargaining process.

#### *Supporting Documentation*

Collective Bargaining Agreement: Faculty (Appendix 5)

### **2.A.25 Accuracy in Representation of Accreditation Status**

*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.*

Oregon Coast Community College is currently not regionally accredited, which is made clear to the public via the following statement on the College's website and in its catalog.

*Oregon Coast Community College (OCCC) delivers College credit instruction, certificates and degrees through its Inter-Governmental Agreement with Portland Community College (PCC). PCC is accredited through the Northwest Commission on Colleges and Universities (NWCCU). The Northwest Commission on Colleges and Universities is a regional post-secondary accrediting agency recognized by the U.S. Department of Education. Credits, certificates and degrees earned at OCCC appear on PCC transcripts and are transferable to other institutions, subject to the specific policies of the receiving institutions.*

The College also makes it clear that it intends to seek independent accreditation by describing intent and progress on the same webpage under the heading *"OCCC progress towards independent accreditation."*

*Effective January 8, 2016, Oregon Coast Community College was granted Applicant status as a Candidate for Accreditation from the Northwest Commission on Colleges and Universities (NWCCU). Applicant is an affiliate status indicating that an institution appears to meet the Commission's conditions of eligibility and that its Application for Consideration has been accepted. Recognition as an Applicant neither implies nor ensures an institution will attain Candidate or Accredited status with the Commission.*

The Nursing program (Associates of Applied Science degree) has been approved by the Oregon State Board of Nursing (OSBN) since February 2006. The most recent approval review occurred in March 2014 and extended approval through March 2022. The Nursing Assistant Level One program has been approved by the OSBN since August 2010. The most recent accreditation review occurred in February 2016 and extended approval through February 2018.

The Certified Nursing Assistant Level 2 program has been approved by the OSBN since February 2012. The most recent approval review occurred in February 2016 and extended approval through February 2018. The Emergency Medical Technician program has been accredited by the Oregon Department of Education: Department of Community Colleges Workforce Development (CCWD). The most recent accreditation review occurred in May 2013 and extended accreditation through May 2018.

#### *Supporting Documentation*

Educational Services Agreement, 2016 (Appendix 5)

[OCCC Accreditation Status Webpage](#)

College Catalog 2017-18 (Appendix 3)

AAS Nursing Program OSBN Approval Letter 2014 (Appendix 3)

Nursing Assistant Level 1 Program OSBN Approval Letter 2016 (Appendix 3)

CNA Level 2 Training Program OSBN Approval Letter 2016 (Appendix 3)

Emergency Medical Technician (EMT) CCWD Accreditation Letter 2015 (Appendix 3)

## **2.A.26 Contracts**

*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.*

Oregon Coast Community College has processes for entering into contractual agreements that include review of the proposed contracts by the Chief of Finance and Operations and final approval by the President. The scope of responsibility and the roles for the College and contractor are defined, including deliverables and dates. All contracts must comply with NWCCU Standards as well as applicable local policies and state and federal regulations.

The OCCC Board of Education is designated as the local contract review Board and has the authority to change or create new policies related to purchasing and contracting in compliance with ORS 279.A.060. This policy provides for the fair and equitable treatment of people involved in public purchasing with OCCC by establishing rules and procedures.

The Board of Education must approve purchases over \$100,000 and will always respect the public trust, avoiding any real or perceived favoritism in purchasing and contractual matters according to Board of Education Policy 615. Three written quotations are required to be reported to the Board of Education when the purchasing amounts are between \$25,000 and \$99,999.99.

#### *Supporting Documentation*

Model Contracting and Purchasing Rules (Appendix 1)

2015 ORS 279A.060: Local contract review boards (Appendix 1)

Board Policy 615: Contracting Board (Appendix 1)

### **2.A.27 Policies**

*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.*

The Board of Education affirms the commitment to academic freedom commitment in Board Policy 400: Academic Freedom. The policy recognizes that, *"Institutions of higher education exist for the common good, and the unfettered search for truth and its free exploration is critical to the common good,"* and states that, *"Freedom of expression will be guaranteed to instructors to create a classroom atmosphere that allows students to raise questions and consider all sides of issues."*

The commitment to academic freedom has been documented in Collective Bargaining Agreements between AFT-Oregon Coast United Employees and Oregon Coast Community College since 1998 and was reaffirmed in the 2015-18 agreement. Article VII-Academic Freedom, reads in part:

*The College and the Union agree that all Faculty are entitled to academic freedom which carries with it academic responsibility to students, to the community, and to the College. Academic Freedom depends upon the free search for truth and its free exposition and is applied to teaching and other College-related activities.*

The Students Rights and Responsibilities section of the 2017-18 Student Handbook establishes that *"students have the right of free discussion, inquiry, and expression."*

#### *Supporting Documentation*

Board Policy 400: Academic Freedom (Appendix 1)

Collective Bargaining Agreement: Faculty (Appendix 5)

### **2.A.28 Environment for Independent Thought**

*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 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.*

Oregon Coast Community College maintains an atmosphere in which intellectual freedom and independence exist within the context of its mission, core themes, and values. Faculty and students are free to examine and test all knowledge appropriate to their disciplines and studies. Our constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

OCCC supports inquiry and independent thought in the pursuit and dissemination of knowledge among faculty, staff, administrators, and students. The right to open inquiry and free discussion is promoted in the student handbook and the faculty handbook. OCCC further supports independent thinking and expression through its Williams Lecture Series. The Williams Lecture Series is a donor-endowed program. The intent of the series is to provide intellectual stimulation and discourse on a

variety of thought-provoking and controversial ideas and topics. Lectures are open and widely promoted to the public.

#### *Supporting Documentation*

Student Handbook 2017-18 (Appendix 3)

Faculty Handbook 2017-2018 (Appendix 1)

Beyond Fake News Flyer (Appendix 3)

Board Policy 400: Academic Freedom (Appendix 1)

Williams Lecture Series (Appendix 3)

### **2.A.29 Presentation of Scholarship**

*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.*

Faculty present their scholarship fairly, accurately, and objectively. They follow professional standards for their disciplines in acknowledging the source of intellectual property, and in identifying personal views, beliefs and opinion. Through classes and community events, the Library and Information Services Manager also works with students and the public to develop capacity to discern the accurate presentation of scholarship and information.

### **2.A.30 Financial Policies**

*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.*

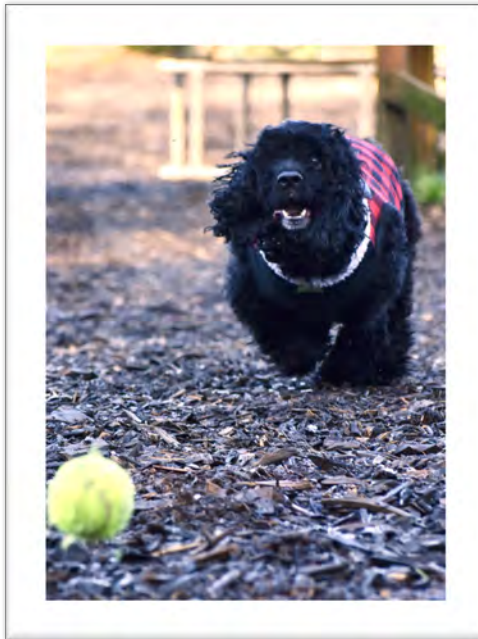
Oregon Coast Community College has clearly defined policies, approved by its governing Board, regarding oversight and management of financial resources – including financial planning, Board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management and transfers and borrowings between funds.

Financial policies adopted by the Governing Board regarding oversight and management of financial resources are found in OCCC Board Policy series 600. These policies were updated in October 2014. Additionally, the College follows Oregon State Local Budget Law for specific requirements regarding budget development, approvals, changes, transfers and borrowing. Overall, financial planning occurs on an ongoing basis, with an emphasis during the annual budgeting process, February through June. This process includes reviewing ongoing programs, identifying and analyzing new program requests, identifying programs that need to be discontinued due to low and/or declining enrollment or lack of funding, analyzing revenue trends (specifically for enrollment, tuition, and fees), identifying significant changes in expenditure requirements, and monitoring fund balance requirements.

Discussions related to financial planning occur throughout the College with the Board of Directors, management teams, labor relations teams, staff input, and the OCCC Budget Committee – specifically during the budgeting process, but also on individual topics as needs arise. Enrollment is a specific topic that is monitored and discussed at least quarterly during the first several weeks of each term. Programs impacted by significant grant funding are discussed whenever a major change is announced by the grantor.



The Board of Education receives regular updates on the current expenditures, revenues, and reserves for all funds and how they relate to the current year budget as well as comparisons to the prior two-year actual financials. State funding through the Community College Support Fund (CCSF) is reviewed frequently particularly when potential changes to the distribution formula are announced.



## Standard 2.B Human Resources

### 2.B.1 Sufficient Personnel

*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.*

The College employs a sufficient number of qualified personnel to maintain its support and operations functions. In addition to the President there are 14 managers with supervisory responsibilities for support and operations, and approximately 28 support staff. This is a sufficient number given the College's current size of approximately 100 employees, and a student headcount of approximately 1000 credit students. This level of staffing also provides capacity for growth, particularly within current administrative staffing for support and operations. As part of ongoing review of operations, the College continues to assess the sufficiency of numbers of staff and their deployment to support growing the capacity of the College. It is anticipated that within the next five years, assumption by the College of the remaining services currently provided by Portland Community College via the Educational Services Agreement will require the addition of 3-5 staff at OCCC, of which one or two might be mid-level managers. The College's staffing structures are available in organizational charts detailing administrative and support service functions. Standard 2.A.11 of this report outlines the assignment of responsibility and authority for the College's major support and operational functions.

Qualification standards and job descriptions for all positions are maintained by Human Resources and accurately reflect duties, responsibilities, and authority of the position. Human Resources works with supervisors to ensure job descriptions are up-to-date and that new personnel are hired at pay levels commensurate with their skills, knowledge, abilities, and professional experiences. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. The Employment Opportunities page on the OCCC website provides vacant position detail to the public along with application process. We have recently transitioned to an electronic applicant tracking system and are in the process of updating our recruitment procedures to reflect this change. Once completed this document will be placed on the Human Resources page of the OCCC website.

#### *Supporting Documentation*

Organizational Charts (Appendix 4)

[OCCC Employment Opportunities Website](#)

Position Description – Technician III - Aquarist (Appendix 1)

Position Description – Nursing Assistant Faculty (Appendix 1)

### 2.B.2 Evaluation of Administrators and Staff

*Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.*

The College is committed to ensuring that every employee has an opportunity to be evaluated on an ongoing basis through an established practice. Assessment (staff evaluation) is a formal process by which a supervisor reviews an employee's past performance and plans with them for future performance. At OCCC, a good assessment contains no surprises and is done with mutual respect and understanding. Assessments are fair, objective, job-based and focused on improving performance.

Assessment (staff evaluation) procedures vary by employee class, however the commitment is the same. Employee types include Executive/ Management/Technical and Classified/Confidential employees, and faculty. Faculty evaluation is covered in detail in 2.B.6.

For Classified staff, the Collective Bargaining Agreement (CBA) provides:

#### **Article V – Probationary Period**

Upon hire, every employee covered by this agreement shall serve a probationary period of 90 days. The College may extend the probationary period up to an additional ninety-days for any reason it determines warrants such an extension.

#### **Article XII – Evaluations**

The College may, at its discretion, conduct performance evaluations. A unit member may request an evaluation if the unit member has not been evaluated in the previous fourteen (14) months. The Supervisor shall perform the evaluation within one calendar month of the request or a written response as to why the evaluation is not necessary.

Supervisors shall provide the employee a minimum of two (2) days' notice prior to meeting to formally discuss a performance evaluation. The supervisor shall discuss the evaluation and provide the employee with a copy. The employee will sign the performance evaluation which acknowledges that he or she has read and understands the contents. The employee's signature does not constitute agreement with the evaluation but confirms that the employee has read and understands its content. A grievance concerning a performance evaluation shall be limited to an allegation that the evaluation was done in bad faith.

There are two (2) types of assessment for classified/confidential employees.

##### *90-day probationary Assessment*

In the third month of the probationary period, the supervisor must meet with the employee to give feedback on the employee's performance with particular emphasis on any areas of deficiency that might prevent satisfactory completion of the probationary period.

##### *Annual assessment, 3-year assessment*

Employees who are not on 90-day probation shall receive assessments annually, for the first three years of in a position, then move to once every three years. The full assessment will include a review of the position description, the supervisor's review, the employee's self-assessment and jointly developed goals for the coming year. In off-cycle years, the employee and supervisor shall meet and discuss the goals and achievements of the employee, develop a written statement of goals for the coming year. This document becomes part of the full assessment

Executive/Management/ Technical staff have the same annual assessment and off cycle goal setting practice as the Classified/Confidential staff. The competencies for this assessment are taken from the American Associations of Community Colleges (AACC) statement on Competencies for Community College Leaders and cross walked with OCCC's Management Commitment to Student and Institutional Success. There is an option to include feedback solicited from a cross-section of employees of College for this employee group.

##### *Supporting Documentation*

Performance Assessment: Classified/Confidential Staff – 90 Day Probationary (Appendix 1)

Performance Assessment: Classified/Confidential Staff (Appendix 1)

Performance Assessment Guidelines: Classified/Confidential Staff (Appendix 1)

Performance Assessment: Executive/Manager/Technical Staff (Appendix 1)

Performance Assessment Guidelines: Executive/Management/Technical Staff (Appendix 1)

AACC Competencies (Appendix 1)

Management Commitment for Student and Institutional Success (Appendix 4)

### 2.B.3 Professional Development

*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 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. The College supports professional growth and development of faculty, staff, and administrators through numerous avenues.

**In-service:** Three days of college in-service per academic year, with all employees expected to attend one day (and encouraged to attend all three) provides opportunity for topical training and campus community development. These college-wide in-service days provide a forum for participants to share best practices and ask interdisciplinary and interdepartmental questions.

**Professional Development Education Leaves:** Faculty may request leave for educational programs and apply for funds to cover professional development expenditures. Administration and staff frequently participate in statewide professional development workshops. Increasingly, technology is allowing for remote participation.

**Online Training/resources:** OCCC hosts a variety of learning materials through the library including Lynda.com, an online learning platform with top-quality courses taught by recognized industry experts, that helps anyone learn business, software, technology, and creative skills to achieve personal and professional goals. The College uses SafeColleges, an on-line training platform associated with Oregon state risk management, to provide staff with critical training in FERPA, Child Abuse, Cleary Act, Drug Free Workplace, and Sexual Harassment, along with Title IX and Sexual Misconduct. Training completion is electronically tracked.

**Dues/Tuition waivers/reimbursement:** OCCC pays dues for one professional membership for each full-time, three-quarter-time and associate part-time faculty (see Collective Bargaining Agreement 2013-2018). Depending on available funds, the College offers faculty and staff college tuition waivers and partial tuition reimbursement.

Administration and employees agree on a need to develop a more coherent and integrated approach to professional development. While OCCC provides solid support for professional growth and development, the avenues to access may not always be clear. Likewise, it is not clear how development and knowledge gained away from the College is shared and integrated into college systems including teaching and learning. The President has asked the Human Resources Manager to lead an interdisciplinary work group to document, review and make recommendations for a better documented and more strategic Professional Development program for the College. This work was kicked off by a facilitated CoCo discussion about the elements of effective professional development for all employees.

#### *Supporting Documentation*

SafeColleges: Training Complete Form (Appendix 1)

Tuition Waiver Form (Appendix 1)

Collective Bargaining Agreement: Faculty (Appendix 5)

[Lynda.com](https://www.lynda.com)

### **2.B.4 Faculty**

*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.*

Consistent with OCCC's mission and core themes, faculty are appropriately qualified and sufficient in number (given the size of the institution and number of students served) 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. Currently the College employs and regularly evaluates the performance of 12 full-time and 48 part-time faculty. We are progressing in growing the number of fulltime faculty: in 2016 we added two positions to the existing 10, and a 13<sup>th</sup> full-time faculty position (Early Childhood Education) will begin in Fall 2018. Of the current positions, five full-time and 24 part-time teach general education courses, five full-time and 18 part-time teach Career and Technical courses, and two full-time and three part-time teach developmental education courses.

While full-time faculty steward the institutional curricula, and play active roles in shared governance, highly qualified and actively engaged part-time faculty contribute significantly to institutional stability, curriculum development, and governance. 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.

OCCC independently employs all faculty, and has done so since 1997. The Educational Services Agreement recognizes that OCCC is fully responsible for hiring, employing, supervising, evaluating, and compensating OCCC faculty. The College ensures that faculty are appropriately qualified by using the instructor qualifications established by OCCC faculty and administration for curriculum unique to OCCC, and by the Portland Community College Subject Area Committees for all shared curriculum areas.

OCCC faculty ensure that students achieve educational objectives and assure the integrity and continuity of academic programs. For academic programs in which the curriculum is unique to OCCC (i.e., Nursing, Aquarium Science), these programs have a long history of conducting annual program reviews to ensure the students are meeting programmatic outcomes. In most other curricular areas, OCCC has adopted the PCC curriculum and has relied upon PCC faculty for formal assessment of learning outcomes and for curricular oversight. OCCC faculty have begun to build capacity in these shared curriculum areas as well. Eligibility Requirement 10 provides a thorough description of the roles of OCCC and PCC in the oversight of educational programs, as well as a description of how OCCC plans to fully assume these functions during the years of candidacy.

*Supporting Documentation*

[PCC Instructor Qualifications Website](#)

Organizational Chart: Academics and Workforce (Appendix 4)

### **2.B.5 Faculty Workload**

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

OCCC's expectations of faculty responsibilities and workloads are commensurate with the College's expectations for teaching, service, and scholarship. The College recognizes that full- and part-time instructors are professional employees and, as such, exercise judgment and discretion in their work

hours to fulfill their professional responsibilities. It is understood that full- and three-quarter-time instructors spend additional time, including time off campus and time outside the normal workday, to fulfill their professional duties. 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. The College expects all of these duties to be approached to effectuate the college's educational goals and mission. All faculty are required to remain current in their respective fields. Faculty workload is governed by Article VI of the Faculty Collective Bargaining Agreement.

#### *Supporting Documentation*

Collective Bargaining Agreement: Faculty (Appendix 5)

### **2.B.6 Faculty Evaluation**

*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.*

Faculty are evaluated in a regular, systematic, substantive and collegial manner. Evaluations occur at least once within every five-year period of service. Administration is considering moving to a three-year evaluation cycle in the future. Measures of effectiveness include observation and student evaluations, each of which is directly related to the faculty member's roles and responsibilities. Article XXI of the Faculty Collective Bargaining Agreement identifies the agreed-upon methodology and timing of faculty evaluation, and establishes the baseline evaluation components. Per the CBA, 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. Article XXI addresses evaluation methods, as follows:

- A variety of evaluation methods will be used, including but not limited to classroom observation by the Dean of Academics and Workforce, the Director of Health and Human Services and Careers, or designee, followed by a written narrative, student evaluations after the fifth week of class, and self-evaluation.
- Probationary full-time faculty will be evaluated annually by the Dean of Academics and Workforce, the Director of Health and Human Services and Careers, or designee. Newly hired part-time faculty will be evaluated during their first term of employment. All other faculty shall be evaluated not more than once every two years unless the College determines that additional evaluation is warranted based on performance.
- The Dean of Academics and Workforce, the Director of Health and Human Services and Careers, or designee, will prepare a written report of an evaluation which will be signed by the manager and faculty member under review. For probationary faculty, the report will include whether the faculty member is recommended for renewal of probationary appointment. The report will include a preliminary evaluation plan for

the next year, when applicable. The faculty member can request to meet and discuss the evaluation.

The same evaluation forms are used for all faculty, the Evaluation Written Narrative, Student Evaluation, and the Self-Evaluation. Summarized results of student evaluations are reviewed by the Instructional Manager and shared with the faculty member. A faculty work-group reviewed and enhanced the Student Evaluation form in 2016. Before 2017, student evaluations in some courses were conducted every term and at least once a year for each instructor and within the first term for each new instructor. In 2017 College administration began conducting student evaluations in every course, every term. Administration and faculty will review results and determine what schedule of administration to pursue in the future. The evaluation process at OCCC varies by faculty status.

**New full-time probationary faculty:** As a result of the addition of new positions, and retirements of long-term faculty, five new full-time faculty joined OCCC in AY 2016-2017, resulting in over 40% of full-time faculty being new. These new faculty positions all report to the Dean of Academics and Workforce (DAW), who joined OCCC in the same year as these faculty. The DAW has worked very closely with the new faculty to ensure their successful integration and they are off to a very good start. A three-person support committee (DAW, another faculty, and a staff or second faculty) has been formed for each of the new faculty to provide mentoring, evaluation, and development plans throughout probation and until they might achieve continuous appointment status. Classroom observations and student evaluations have been completed regularly and the probationary faculty will receive their latest evaluation reports in Spring 2018.

**Continuing full-time faculty:** Evaluations of full-time faculty are completed by the Dean of Academics and Workforce, the Director of Health and Human Services and Careers, or designee. Each of these continuous fulltime faculty has been evaluated within the last five years.

**Part-time faculty:** It is OCCC's intention to complete a full evaluation of all new part-time faculty in their first term teaching, and while this has generally been achieved, there have been exceptions in the past two years, due to transitions in instructional leadership, turnover among part-time faculty, and the many demands upon the time of the new DAW who started with the College in October 2016. Once part-time faculty receive an initial positive evaluation, they are moved to a less frequent schedule (no more than five years).

#### *Supporting Documentation*

Faculty Handbook 2017-2018 (Appendix 1)

[Faculty and Staff Resources Page: Human Resources](#)



## Standard 2.C Education Resources

### 2.C.1 Content and Rigor

*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 that are appropriate in rigor and consistent with its mission of equipping students for success by providing educational pathways through accessible and engaging programs. The College, with assistance from its current accrediting partner (PCC), identifies and publishes expected course, program, and institutional (degree) outcomes, and its credits and degrees are based on student achievement and generally reflect norms or equivalencies in higher education.

Certain transfer degrees (e.g., AAOT and the ASOT-Business) offered by community colleges in the state of Oregon are largely standardized and must meet set criteria to be accepted for statewide transfer. These criteria are further detailed in ERs 11 & 12, and in several other sections of this standard.

Under section 2.1(a) of the Educational Services Agreement between OCCC and PCC, PCC evaluates and, if appropriate, processes and approves all OCCC curricular changes and new degree programs following PCC procedures. Most degrees (i.e., AAS Accounting, AAS Administrative Assistant, etc.) and certificates (i.e., Advanced Emergency Medical Technician Less than One-Year) offered by OCCC have been developed by PCC faculty and have gone through PCC's approval process before being forwarded to the Oregon Office of Community Colleges and Workforce Development (CCWD).

CTE Programs are further reviewed by the Oregon Higher Education Coordinating Commission (HECC) for: 1) Need (the labor market research), 2) Collaboration (the College engaged with appropriate constituencies), 3) Alignment (the program outcomes are common and aligned across education, workforce, and economic development clusters), 4) Design (the program leads to student achievement of academic and technical knowledge, skills, and related proficiencies), and 5) Capacity (the College has the resources to develop, implement, and sustain the program).

When developing programs, the College's mission, values, and core themes are carefully considered. OCCC had developed three programs prior to the Educational Services Agreement with PCC. One is the Nursing Program (now in its 12<sup>th</sup> year), which was developed by the nursing faculty and director and based on both industry standards of practice and the educational standards of the Oregon State Board of Nursing. Likewise, the Medical Assistant Program (now in its 5<sup>th</sup> year), was created by OCCC faculty and management in consultation with healthcare professionals. The curricula for the final program, Aquarium Science (now in its 15<sup>th</sup> year), was developed by industry professionals and OCCC faculty through a NSF Advanced Technician Education (ATE) grant and meets both local and national employment needs. Though these programs are offered only by OCCC, PCC reviewed and approved the curriculum as outlined in standard 2.C.5.

All new and revised courses are initially presented by the faculty and administrators from the relevant instructional areas to the OCCC Instructional Leadership Team (ILT, composed of faculty and administrators from instruction and student services). Courses are reviewed by ILT for appropriate depth and breadth, scope and sequence, and then sent to the OCCC College Council (CoCo) to ensure that curriculum meets both OCCC and PCC instructional standards and is consistent with the mission of the College. OCCC courses are then added to the agenda for the PCC (Course) Curriculum Committee. OCCC faculty present the new or revised course at the PCC Curriculum Committee, which gives final approval. Once the course is approved by PCC, it is entered into the OCCC catalog (see Fig. 2.5).

All OCCC Career and Technical Education programs have local advisory committees. These advisory

committees comply with State of Oregon regulations that require advisory committees to assist in the development of career and technical education programs. Each CTE Program's Advisory Committee reviews all degree and certificate curricula for appropriate content and rigor. All degrees and certificates are required to show clearly identified student learning outcomes.

The advisory committees and program faculty also collaborate to ensure that the program addresses current business, industry, labor, and/or professional employment needs. Learning outcomes for CTE Programs and Courses at OCCC are regularly revised and updated by faculty and advisory committees. The advisory committees also assist OCCC in meeting the core theme benchmarks by ensuring that course and program outcomes are rigorous and provide program graduates with the needed breadth and depth of subject area content. This approach provides students with the greatest chance of success in their chosen field.

OCCC faculty ensure that students achieve educational objectives and assure the integrity and continuity of academic programs. For academic programs in which the curriculum is unique to OCCC (e.g., Nursing, Medical Assisting, Nursing Assistant, and Aquarium Science), these programs have a long history of conducting annual program reviews to ensure the students are meeting programmatic outcomes. In most other curricular areas, OCCC has adopted the PCC curriculum and has relied upon PCC faculty for formal assessment of learning outcomes and for curricular oversight.

In summary, current OCCC programs meet the requirement for appropriate content and rigor via the transitive property: PCC is an accredited institution, and OCCC follows PCC assessment and curricular processes. However, during the period of Candidacy, OCCC will further build its capacity to evaluate the appropriate content and rigor of its new and existing courses, certificates and degrees. OCCC faculty have begun to build capacity to formally assess the achievement of student learning outcomes. In the Spring of 2017, OCCC Faculty formed an Assessment Task Force to build capacity within the faculty to conduct Outcomes Assessment at the course, program, and institutional levels. OCCC Math faculty presented their work to the whole faculty at the Fall 2017 In-Service, prompting additional departments (Biology and Medical Assisting) to undertake outcomes assessment projects. Additionally, OCCC Faculty have begun exploring future Comprehensive Institutional Learning Outcomes (CILOs), with follow-up slated for the Spring 2018 In-Service. The OCCC Assessment Task Force will develop and implement during the period of Candidacy an Assessment Process for CILOs, Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), and Program/Discipline Review that meets NWCCU standards and is consistent with the OCCC Mission and Core Themes.

Similarly, Instructional Managers and Faculty on ILT have begun exploring a process for establishing OCCC specific-standards for the review of the breadth, depth, scope and sequence of new and existing courses and programs at OCCC. While a parallel process to the PCC curriculum structure currently exists at OCCC, ILT will be reporting its work to CoCo throughout the '17-'18 and '18-'19 academic years with a goal of having a robust, OCCC-specific curriculum process and committee structure approved by CoCo in the Spring of 2019, see Educational Services Migration Plan (Appendix 4).

#### *Supporting Documentation*

OCCC NCLEX Program Report 2016-2017 (Appendix 2)

Nursing and Health Occupations Advisory Committee Summary (Appendix 3)

College Catalog 2017-18 (Appendix 3)

Curriculum Process at OCCC (Appendix 2)

Figure 2.6 Draft Curriculum Process Mapping

Assessment Plan (Draft) (Appendix 2)

Educational Services Migration Plan (Appendix 4)

## 2.C.2 Publishes Outcomes

*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 provides programs, whenever offered and however delivered, with appropriate content and rigor that are consistent with OCCC's mission and core themes. The College's education programs culminate in the achievement of clearly identified student-learning outcomes.

OCCC has established expected learning outcomes for all Degree and Certificate Programs, including programs adopted from PCC (i.e., AAS Accounting, Medical Assistant, and Nursing Assistant), programs native to OCCC (e.g., Aquarium Science and Nursing), and statewide programs (e.g., AAOT and ASOT-Business), and posts all learning outcomes for degrees and certificates on the OCCC website (Degrees and Certificates). Additionally, the College publishes, and regularly updates, outcomes in the OCCC College Catalog and in Career and Technical Education program brochures, curriculum maps, advising guides, and career pathway curriculum maps. Program and course outcomes are also listed in the nursing, medical assisting and aquarium science student handbooks, which all students receive at the beginning of each program. Currently, for all other courses, degrees, and certificates, OCCC follows the expected learning outcomes and associated processes determined by PCC (see Course Content Outcomes Guides, CCOGs).

At PCC the primary vehicle for establishing and assessing Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs) are the Subject Area Committees (SAC). The Educational Services Agreement specifies that OCCC Faculty may participate in the PCC SACs. Until OCCC is independently accredited, the input of OCCC faculty into these shared curriculum matters will be through the SACs.

For curriculum unique to OCCC, our own faculty work in partnership with administration to develop and assess learning outcomes and ensure the integrity and continuity of our academic programs. In keeping with their oversight role for NWCCU accreditation compliance, all recommendations for curriculum unique to OCCC are still subject to the approval of PCC.

OCCC's academic standards require that course outcomes be listed on every syllabus. The expected outcomes apply regardless of where or how the course is offered or by what method the course is delivered. All credit courses (online, hybrid, and on-ground) post syllabi for students through the Learning Management System (Canvas) and are accessible to registered students anytime from any location. Additionally, course syllabi and course learning outcomes are available to current and prospective students on request.

*Supporting Documentation*

[OCCC CCOGs](#)

Aquarium Science Student Handbook 2017-2018 (*Appendix 3*)

Nursing Program Student Handbook 2017-2018 (*Appendix 3*)

Medical Assistant Program Student Handbook 2017-18 (*Appendix 3*)

College Catalog 2017-18 (*Appendix 3*)

College Catalog 2017-18: Degrees (*Appendix 3*)

College Catalog 2017-18: Certificates (*Appendix 3*)

Syllabus Template (*Appendix 3*)

### 2.C.3: Awarding of Credit and Degrees

*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.*

In keeping with its mission and core themes, Oregon Coast Community College provides rigorous educational programs that meet the needs of our communities. These programs are a mix of PCC programs adopted at OCCC through the Educational Services Agreement and OCCC-specific programs approved via the PCC Curriculum and Degree and Certificate Committees.

All degree and certificate programs offered by OCCC culminate in clearly identified student learning outcomes. The awarding of credit and degrees is based on documented student achievement of the learning outcomes. OCCC is authorized to operate and award degrees as a higher education institution by the State of Oregon's Higher Education Coordinating Commission (HECC). While currently the degrees, certificates and courses completed at OCCC are awarded by PCC as required by Educational Services Agreement, HECC's authorization of OCCC to award credits and degrees exists independently of this arrangement.

Degrees offered at OCCC

[Associate of Arts Oregon Transfer \(AAOT\)](#) (90 credits)

[Associate of General Studies \(AGS\)](#) (90 credits)

[Associate of Science Oregon Transfer – Business \(ASOT\)](#) (90 credits)

Associate of Applied Science (AAS) with concentrations in:

[Accounting](#) (92 credits)

[Administrative Assistant](#) (94 credits)

[Aquarium Science](#) (94 credits)

Criminal Justice (92 credits) (Degree suspended: Spring 2018)

[Nursing](#) (91 credits)

OCCC defines these degrees and credits consistently with colleges throughout Oregon and nationwide. Likewise, the program content for certificates of completion are also consistent with recognized fields of study (aquarium science, criminal justice, medical assisting, nursing assistant and practical nursing).

Certificates offered at OCCC

[Accelerated Accounting](#) (29 credits)

[Aquarium Science](#) (53 credits)

[Nursing Assistant Level 2](#) (14 credits)

[Practical Nursing](#) (50 credits)

[Medical Assisting](#) (41 credits)

Career Pathways Certificates offered at OCCC

[Administrative Support Certificate](#) (26 credits)

[Business Office Assistant](#) (27 credits)

[Computer Software Fundamentals](#) (13 credits)

Criminal Justice Corrections Technician (29 credits) (Certificate Suspended: Spring 2018)

[Entry Level Accounting Clerk](#) (14 credits)

[Nursing Assistant Level 2](#) (37 credits)

## **2.C.4 Degree Program Design**

*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.*

All degrees and certificates offered at OCCC demonstrate a coherent design. The Oregon statewide community college degrees were carefully developed by processes that included community college and university staff from across Oregon to ensure transferability. The design elements of these statewide degrees are thoroughly described in the Community College and Workforce Development (CCWD) Handbook and Planning Guide.

In addition to the statewide degrees, OCCC also offers Career and Technical Education degrees and certificates. CCWD defines and authorizes the Associate of Applied Science Degree for this purpose.

*Associate of Applied Science (AAS) is a state-approved associate degree that is intended to prepare graduates for direct entry into the workforce. An AAS may also help to prepare students for career advancements, occupational licensers, or further study at the baccalaureate degree. (OAR 589-006-0500)*

The CTE degrees and certificates offered at OCCC also demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. CTE degrees are developed by examining similar discipline degrees offered at other institutions and engaging faculty and industry experts in the discipline. Typically these individuals are part of local advisory committees — comprised of professionals in related fields. This process is designed to achieve a coherent, sequential curricular structure of appropriate breadth and depth in knowledge and skills and to meet industry standards. CTE degrees and certificates include appropriate general education and related instruction to ensure breadth as well as depth of learning. Sequencing of courses is carefully considered to ensure optimum progression of learning and individual development for students.

The breadth and depth of the programs offered at OCCC match other regional schools, and the sequencing of courses is similar. Students from OCCC demonstrate academic success when they transition to four-year institutions. This indicates that they experience a synthesis of learning at OCCC that can be carried to higher levels.

Admission and graduation requirements for degrees and certificates are clearly defined and available for review by prospective and current students in the College catalog and the College website. OCCC has an open admission policy but has a clearly defined admission process for all limited-entry career and technical programs. Admission criteria for CTE programs are published in the College catalog. The College website includes program application packets for each limited-entry career and technical program.

### *Supporting Documentation*

[Community College and Workforce Development \(CCWD\) Handbook and Planning Guide.](#)

[Associate of applied science \(AAS\) degree & options section of CCWD Handbook](#)

Aquarium Science Program Local Advisory Committee Minutes, July 14, 2016 (Appendix 3)

OCCC Nursing and Health Occupation Advisory Committee Minutes, April 10, 2017 (Appendix 3)

OCCC Nursing and Health Occupation Advisory Committee Minutes October 9, 2017 (Appendix 3)

National Visiting Team Annual Review of the Aquarium Science Program (2017) (Appendix 3)

### 2.C.5 Faculty Roles

*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 strong role of faculty at OCCC is described in depth in ER 10. To the extent allowable under the Educational Services Agreement with PCC, OCCC faculty exercise a major role in the design, approval, implementation, and revision of the curriculum (see Fig. 2.5). All new and revised courses are initially presented to the Dean of Academics and Workforce and once authorized is moved on to the OCCC Instructional Leadership Team (ILT) for review of breadth, depth, sequencing of courses and synthesis of learning (see Fig. 2.6). ILT advances recommendations to the College Council. Here it is examined and discussed with the faculty and administrators representing the relevant instructional areas taking the lead. The College Council endorses curriculum that supports the mission, core themes, strategic directions of the College and ensures the College's curriculum is consistent with the goals of instructional effectiveness. Since being established, CoCo has participated in all major curricular and academic decisions for OCCC, including design, approval, and implementation of curriculum.

Once approved by the College Council, courses are put on the agenda for the PCC Curriculum Committee, OCCC faculty and administrators present the pending course to the PCC Curriculum Committee. Once PCC approves a course, it is submitted to CCWD through Webforms as outlined in the Oregon Community Colleges Handbook and Planning Guide. Once approved by this entity they are included into the OCCC catalog.

Faculty also take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. In addition to classroom-based assessments, CTE faculty also do this in conjunction with the CTE advisory Committees (as outlined in standard 2.C.4).

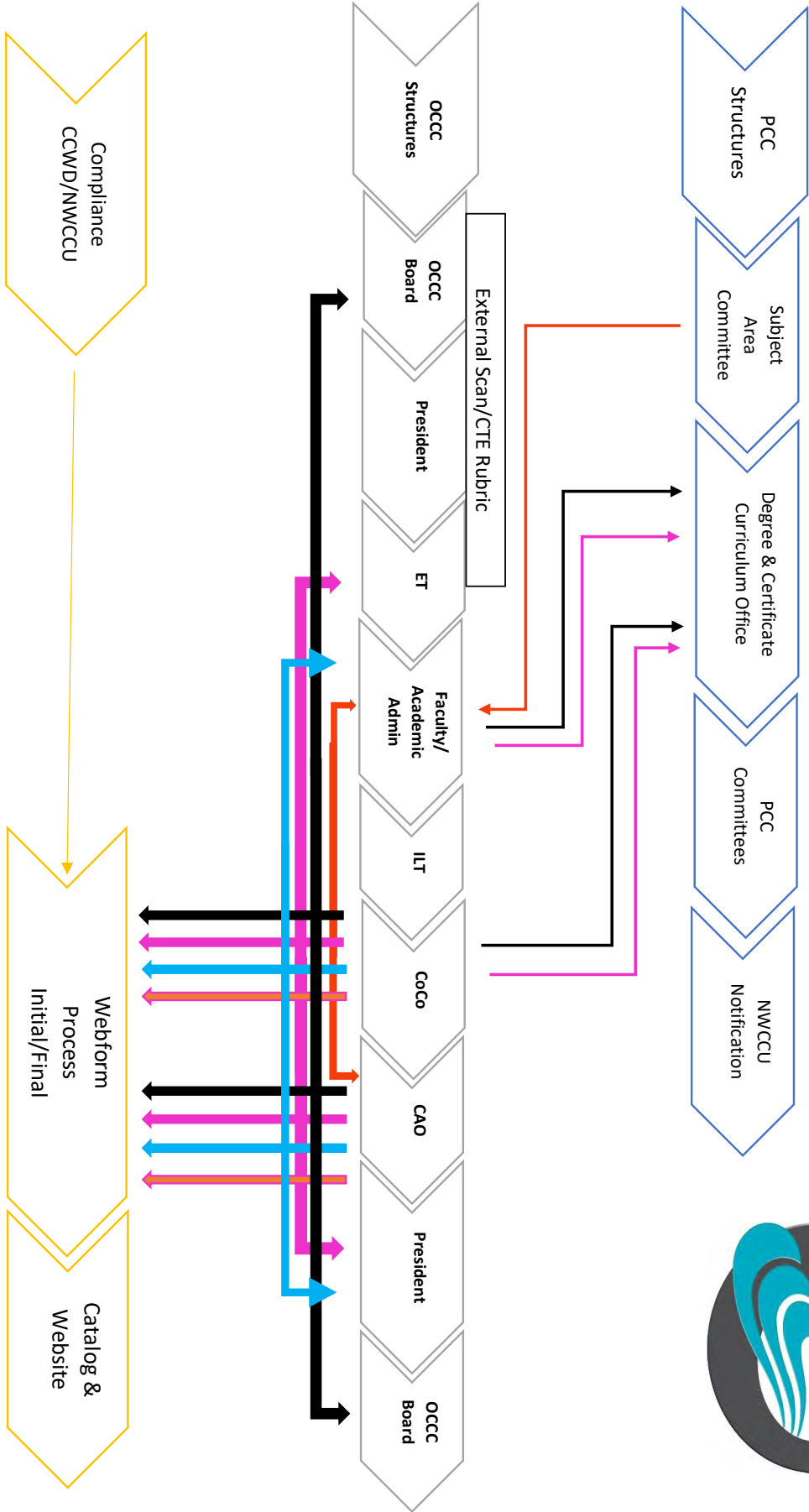
As OCCC continues its path toward independent accreditation, the process of assessing the effectiveness of the current CoCo committee organization will be ongoing. Consideration of a change to determine whether the formation of a sub-committee focused just on curriculum matters, including the assessment of learning, is necessary. This group would then bring its recommendations back to the full committee. This is all part of the College's move toward better defining the structures and processes that support participatory governance.

The Dean of Academics and Workforce and the Director of Health and Human Services Careers hire, supervise, and evaluate faculty performance. Faculty participate in the new hire search process, by serving on screening committees that forward finalist candidates for open positions, thus having an active role in the faculty hiring process. Applicants are screened initially by the Human Resources Department to determine if minimum standards have been met. In the case of full-time faculty positions, the hiring committee reviews qualified applicants and determines which candidates to interview and makes recommendations to move forward to the President. When hiring for part-time faculty positions, faculty members are involved in the interview process with the Dean of Academics and Workforce and CTE Directors making the final decision.

*Supporting Documentation*

[Oregon Community Colleges Handbook and Planning Guide](#)

**DRAFT CURRICULUM PROCESS MAPPING**



**OCCC New Program**  
**OCCC Change to Our Program (Degree/Certificate Course)**  
**OCCC Adoption of a PCC Course**  
**PCC Change to Shared Curriculum**

CAO – Chief Academic Officer  
CoCo – College Council  
ET – Executive Team  
ILT – Instructional Leadership Team

Office of Instruction / February 2018

Fig. 2.5



### **2.C.6 Faculty and Library Integration**

*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.*

Faculty are responsible for ensuring that library resources are integrated into the learning process. A faculty survey was conducted at the Fall 2017 In Service to understand what library resources instructors were using in their teaching and how often. Twenty-two responses were received, and of these 59% percent said that they integrated library resources into the learning process each term. Sixty-four percent said that they have used the handouts or other resources on the Library page over the past year. And 50% of faculty said that they assign research projects requiring students to use library resources, such as eBooks, books, databases, and films.

The Library's role in the partnership is to provide quality resources and to ensure that faculty are informed about new resources. Library staff update the "New Items" section of the Library website each week, so faculty are aware of featured new additions to the collection as they arrive. Additionally, faculty are notified by email when something arrives in their subject area. For example, math faculty are emailed when new math resources are added to the collection. The Library Facebook page also lists new acquisitions weekly. The Librarian contacts all faculty each quarter to ask for material suggestions within their subject area, so that they can use the material in their classes the following quarter. Faculty may preview new items prior to the materials entering into circulation, if requested.

*Supporting Documentation*

Faculty, Library & Information Resources Survey (Appendix 3)

[Library Website](#)

[Library Facebook](#)

### **2.C.7 Credit for Prior Learning**

*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 have a number of options to receive credit for prior experiential learning through demonstration of college level learning via examination, portfolio evaluation, or performance evaluations. At this time, OCCC follows the policies of Portland Community College regarding credit for prior experiential learning. These policies are described in OCCC's catalog and PCC's credit for prior learning webpage.

As OCCC develops its own academic policies and standards, it will comply with the NWCCU 25% limit on credit for prior learning and the Oregon's Higher Education Coordinating Commission, Oregon Credit for Prior Learning Standards. American Association of Collegiate Registrars and Admissions Officers standards will be followed regarding the transcription of these credits.

*Supporting Documentation*

College Catalog 2017-18: Credit for Prior Learning (Pages 41 & 42) (Appendix 3)

[PCC Credit for Prior Learning Webpage](#)

### **2.C.8 Acceptance of Transfer Credit**

*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.*

Transfer credit at OCCC can be traditional credit or non-traditional. Traditional credits are from regionally-accredited U.S. institutions (or foreign equivalent), Advanced Placement exams, or International Baccalaureate exams. Currently students submit their official transcripts or scores to OCCC, where they are processed and imaged before being sent to PCC via secure FTP for evaluation. Non-traditional credits come from other sources such as CLEP scores or a military transcript. Application for non-traditional transfer credit requires a form and a \$10 fee. The fee is collected at OCCC and the form is sent forward to PCC along with the appropriate documentation for the type of non-traditional credit.

In accordance with the Educational Services Agreement, OCCC adheres to the Transfer Credit Standards and Processes of PCC in accepting the transfer credits from other accredited institutions. PCC has final authority on the acceptance of transfer credits for OCCC students. As described in the Educational Services Migration Plan, OCCC staff will be trained to evaluate transfer credit. As OCCC develops its own policies, decisions will be made regarding processes to accept some types of non-traditional credit.

In recognition of patterns of student enrollment between institutions, OCCC has already established several arrangements that facilitate the transition of OCCC students to four-year colleges and universities. The Degree Partnership Program with Oregon State University enables students to co-enroll at both institutions through a single admission form. A co-admission agreement with Linfield College for RN to BSN enables OCCC nursing graduates to seamlessly pursue their baccalaureate degree. The articulation agreement with Oregon Institute of Technology's Applied Baccalaureate in Management enables Aquarium Science graduates to enter as a junior.

#### *Supporting Documentation*

College Catalog 2017-18: Acceptance of Transfer Credit (Appendix 3)

Educational Services Agreement, 2016 (Appendix 5)

[PCC's Transfer Credit Webpage](#)

[Oregon State University Degree Partnership Program](#)

[Linfield College Community College Co-Admission Partnerships for RN to BSN Students](#)

Aquarium Science Articulation Agreement with Oregon Institute of Technology (Appendix 3)

Educational Services Migration Plan (Appendix 4)

### **2.C.9 Undergraduate General Education**

*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.*

The Degrees and Certificate offered at OCCC demonstrate integrated courses of study that help students develop the breadth and depth of intellect to become more effective learners and prepares them for a productive life of work, citizenship, and personal fulfillment. The manner in which these outcomes are addressed varies by the type of degree and certificate pursued. All degrees meet the HECC/CCWD general education degree requirements, as outlined in the CCWD Handbook.

The degree most commonly pursued by OCCC students intending to transfer is the Associate of Arts Oregon Transfer (AAOT). The general education core foundational requirements of the AAOT as well as the Associates of Science Oregon Transfer-Business (ASOT-BUS) align with the NWCCU general education standards in the following manner:

Humanities and Fine Arts

- Writing (8 credits)
- Communication (4 credits)
- Arts and Letters (9-12 credits)

Mathematical

- Mathematics (4 credits)

Natural Sciences

- Sciences (16-20 credits)
- Social Sciences
- Social Sciences (12-16 credits)

The AAOT and ASOT/Business also require:

- Health and Wellness (3 credits)
- Cultural Literacy (3 credits).

The *Associate of Applied Science (AAS)* degree is designed to prepare students for direct entry into the workforce. Every AAS offered at OCCC contains:

- Communication (4 credits)
- Computation (4 credits)
- Human relations (4 credits)

Some AAS programs have more specific computation, communication, and human relations requirements that align with and support program goals or intended outcomes. These are specifically identified in program curricula and this information is published in the catalog.

OCCC also offers one-year certificates in Aquarium Science and Practical Nursing. Both certificates have a core of general education and/or related instruction in the content area that address communication, computation, and human relations including issues of diversity. In compliance with the Educational Services Agreement, OCCC adheres to PCC standards for Related Instruction. The Aquarium Science certificate contains 50 hours of computation, 50 hours of communication and 60 hours of human relations. The Practical Nursing Certificate contains 80 hours of computation, 140 hours of communication, and 125 hours of human relations.

All CTE degree and certificate programs are routinely reviewed for their inclusion of program-specific instruction and general education outcomes in computation, communication, and human relations. The career and technical programs have advisory committees composed of industry leaders that meet regularly. These committees aid the programs in remaining relevant and meeting industry standards.

*Supporting Documentation*

College Catalog 2017-18 (Appendix 3)

[CCWD Degree Requirements](#)

### [PCC Standards for Related Instruction](#)

Related Instruction Template (Appendix 3)

Aquarium Science Certificate Related Instruction Forms (Appendix 3)

Practical Nursing Certificate Related Instruction Forms (Appendix 3)

## **2.C.10 General Education Outcomes**

*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.*

OCCC has adopted the institutional core outcomes developed by PCC to serve as the basis for General Education learning outcomes of its transfer degrees (AAOT, ASOT-BUS, and the AGS). This follows on the Educational Services Agreement that establishes that OCCC follows PCC for all shared curriculum. The institutional core outcomes are as follows:

**Communication:** Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

**Community and Environmental Responsibility:** Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

**Critical Thinking and Problem Solving:** Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

**Cultural Awareness:** Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community.

**Professional Competence:** Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program.

**Self-Reflection:** Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

Candidates for all OCCC and PCC degrees are required to complete credits from General Education/Discipline Studies. For a course to be considered for meeting one of the foundational elements of the general education core, it must align with the PCC General Education/Discipline Studies Philosophy and Outcomes criteria. The General Education/Discipline Studies philosophy and outcomes are aligned to the institutional core outcomes. PCC has taken the additional step of mapping the extent to which courses address the core outcomes which allows assessment of core outcomes at the course level.

At the Fall 2017 In-Service, Faculty began exploring possible future Comprehensive Institutional Learning Outcomes (CILOs) specific to OCCC, with follow-up slated for the Spring 2018 In-Service. Developing OCCC-specific CILOs (the OCCC equivalent of the PCC institutional core outcomes) will allow OCCC to more closely align its CILOs with its mission and program learning outcomes (PLOs). In the period of candidacy, OCCC will develop the structures and capacity to assume full responsibility for identifying and assessing learning outcomes for general education components of its transfer degrees.

### *Supporting Documentation*

College Catalog 2017-18: AAOT Transfer Degree Learning Outcomes (Appendix 3)

College Catalog 2017-18: AGS Transfer Degree Learning Outcomes (Appendix 3)  
College Catalog 2017-18: ASOT – Business Transfer Degree Learning Outcomes (Appendix 3)  
Educational Services Migration Plan (Appendix 4)  
Assessment Plan (Draft) (Appendix 2)  
[PCC General Education/Discipline Studies Philosophy and Outcomes](#)  
[PCC Core Outcomes/Course Mapping Matrix](#)

## **2.C.11 Related Instruction**

*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 Portland Community College. 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 Std 2.C.9. The related instruction components of applied degree and certificate programs must have learning outcomes, which are strongly and explicitly aligned with the related instruction focus area, are aligned with the content and activities which support the learning and are assessable. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each focus area must have clearly identified content and must be taught or monitored by teaching faculty who are appropriately qualified in those focus areas of related instruction.

At OCCC, related instruction may be provided via a stand-alone course required within the degree or certificate. The course title, description, outcomes and content must reference the related instruction area. Alternately, related instruction may be provided by embedding content related to one or more of the three areas (Computation, Communication and Human Relations) within courses required in the degree or certificate. Embedded related instruction is described in a designated section of the course outline guide and presented in hours of student engagement across different instructional modes (lecture, lab, lecture-lab, etc.). The outcomes, and hours of related instruction align with and support program goals.

For associate of applied science degrees, the 16 required credits of general education/discipline studies provide the related instruction. For certificates of 45 credits or more, the program must identify the courses used to supply the related instruction, which may include both stand-alone or embedded approaches. The one-year certificates (45 to 60 credits) are required to identify in related instruction with a minimum of 48 hours in each of the three areas of Computation, Communication and Human Relations.

OCCC offers two certificate programs of greater than 45 quarter credits; a certificate in Aquarium Science and a certificate in Practical Nursing (see supporting documentation). Both certificate programs have identifiable and assessable learning outcomes for communication, computation and human relations that are provided through related embedded instruction.

Program faculty set instructor qualifications for teaching CTE courses with embedded related instruction. For courses from a different discipline (such as writing or math) the established qualifications from that discipline apply.

*Supporting Documentation*

[PCC Standards for Related Instruction](#)

Aquarium Science Certificate Related Instruction Forms (Appendix 3)  
Practical Nursing Certificate Related Instruction Forms (Appendix 3)  
NUR 141 Course Outline with Related Instruction (Appendix 3)  
NUR 142 Course Outline with Related Instruction (Appendix 3)

## **Standards C.12 through C.15 (Graduate Programs) Not Applicable**

### **2.C.16 Continuing Education and Special Programs**

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

The College's mission is supported by credit and non-credit education programming, including non-credit programs through the Small Business Development Center (SBDC), Community Education and Basic Skills (Adult Basic Skills, Adult Secondary Education and English for Speakers of Other Languages).

Basic Skills programs are essential to the mission and goals of OCCC. The OCCC mission states it will "enrich the economic and civic vitality of Lincoln County." In Lincoln County, there is a history of barriers to education that include language and immigration status, as well as intergenerational poverty contributing to low levels of college completion for residents. The provision of high quality Basic Skills offerings is an essential first step to creating opportunity.

Because the economic base of Lincoln County includes a very large number of small businesses, supporting small business through special programming is also very compatible with OCCC's mission and goals. The OCCC Small Business Development Center plays a central role in supporting the success of small business. For example, in 2015-2016, the SBDC delivered over 1,800 hours of small business counseling to more than 342 local business owners. In that two-year period, the SBDC helped create 29 jobs and retain 82 jobs in the county. The SBDC and the Community Education division of the College also offer non-credit workshops and short courses that are compatible with the College's mission and core themes of Student Success and Educational Pathways, as follows:

**Core Theme: Student Success** • Evidenced by continuing education offerings in various disciplines, providing tools for students of all ages to succeed in the workforce, and through community partnerships with organizations such as the Newport Rotary Club, with which the College worked to create a series of workshops and supports for jobseekers throughout the county. Such partnerships have been forged across all corners of the county, leading to the creation of other resources available to all OCCC students, including the SBDC's Digital Media & Marketing Studio, funded by the county and the local Economic Development Alliance.

**Core Theme: Educational Pathways** • Evidenced by a growing emphasis in Latina/o/x-owned business outreach programs produced by the SBDC, including free and low-cost business workshops delivered on-site as well as OCCC-produced Spanish-language webinars on business technology topics shared locally and statewide.

Evidenced by an assortment of offerings in small business management, such as beginning and advanced QuickBooks instruction for accounting and a lineup of progressive social media marketing courses.

Evidenced by a variety of continuing education courses provided to lifelong learners in subjects ranging from foreign language to birding, and from music to investing.

*Supporting Documentation*

[OCCC Small Business Development Center](#)



### **2.C.17 Academic Quality of Continuing Education**

*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.*

OCCC maintains direct and sole responsibility for the academic quality of non-credit offerings. Course outlines for non-credit classes include course description, student learning outcomes, principle mode of instruction and contact hours. Each outline is approved before being archived in the Office of Instruction. Each student-completed evaluation is reviewed by the office of the Director of Community Education and Small Business Development, and feedback is provided to the instructor.

The Basic Skills Department follows a tightly prescribed process of pre- and post-testing of participants as part of federal grant-funding requirements. Instruction is delivered using whole class demonstrations, lectures, collaborative projects and discussions, and guided practice with opportunities for small group and individualized learning. The OCCC general fund supplements the federal Workforce Investment Act (WIA) and Title II grants. Personnel regularly attend Adult Basic Skills training offered by the State.

All SBDC courses, programs and workshops incorporate ongoing and robust quality control that includes semi-annual advisory group meetings and course evaluations, which are completed by each participant at the end of every SBDC class. The Small Business Development Center's Small Business Management (SBM) program provides traditional classroom instruction as well as one-on-one counseling to clients throughout academic year. The resulting data is reviewed by the program director and instructors, helping determine how subsequent sessions can be more effective and efficient.

### **2.C.18 Granting of CEU credits**

*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.*

Currently, OCCC does not offer or grant Continuing Education Units (CEUs). The Small Business Management (SBM) program is a special learning activity for which the College issues a certificate of completion. Each participant who successfully completes the program is counted as 1.0 FTE, a policy:

- Guided by generally accepted norms for curriculum in Small Business Management programs across Oregon
- Based on the College's mission and core themes
- Appropriate to the objectives of the SBM courses, and
- Determined by student achievement of identified learning outcomes, which are tailored at the beginning of the program to suit the objectives of each participant

*Supporting Documentation*

[CCWD FTE Guidelines](#)



## 2.C.19 Non-credit Records

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

The SBDC's small business courses and programs are listed on its website (see appendix). The site features a catalog of the current term's courses and course descriptions. The catalog is also available each term on the OCCC website (see appendix). Descriptions of SBDC courses, as well as attendance records, are also maintained in "CenterIC," a database shared by all Small Business Development Centers in Oregon.

The same enrollment data are gathered from non-credit and credit course participants.

Each non-credit, community education course offered by OCCC has its own course outline which documents the intent of the course as well as the learning outcomes. The method of delivery is also identified in the course outline. OCCC's information management system (SharkNet) tracks and archives information such as: individual student records, non-credit (and credit) courses enrollment, course outlines, and contact hours for students in the ESOL program.



## Standard 2.D Student Support Resources

### 2.D.1 Learning Environments

*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.*

The physical environments of OCCC are modern, well-designed, and well-maintained. The buildings provide an effective learning and working environment for students and staff. In addition to the physical facilities, OCCC provides a host of programs and services that support student learning needs.

[OCCC's Library](#)— (described in Standard 2.E)

[Tutoring Center](#)—tutors provide free services to currently enrolled students

Writing Lab—open access writing help is available to students each term

Math Lab—open access math help available to students each term

[Career and Transfer Readiness Center](#)—open access career coaching and assistance transferring to other institutions

[Disability Services](#)—accommodative services to meet the needs of students with documented disabilities

[Testing Services](#)—proctoring services for make-up tests, online classes, disability accommodations, placement testing

[Your College Store](#)—providing textbooks and supplies

[Computer Labs](#)—Labs are available at OCCC's Central County Campus and North County locations and within OCCC's library

[Study Areas](#)—Study rooms are available at OCCC's Central County Campus and North County location

Academic Orientation—mandatory for all students new to College

[Early College Orientation](#)—mandatory for all high school students participating in Early College

SharkBytes—A new student engagement and orientation day designed to familiarize new students with OCCC's facility, faculty, staff, services and build confidence to promote success

[Mandatory Academic Advising](#)—academic advising is mandatory for students each term they attend OCCC

[Pave Your Way to Success](#)—students without a sound financial plan are dropped from classes before incurring any financial liability to OCCC

AVISO—Student Engagement and Retention Software provides for early alert, recognition of student achievements, and will soon provide for an interactive academic planning tool

*Supporting Documentation*

[Advising Webpage](#)

## **2.D.2 Safety and Security of Students and Property**

*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.*

Oregon Coast Community College provides for safety and security through a variety of measures, monitoring all its campuses to ensure a safe and comfortable environment. Key areas of buildings are monitored by closed-circuit cameras and access to the buildings outside of normal operating hours is controlled by a high-security key card system that can be administered remotely if needed. Most classrooms are equipped with internal thumb-lock deadbolts and emergency call boxes that allow those inside the classrooms to call security dispatch for emergency assistance. First aid kits and fire extinguishers are in accessible locations for use by both employees and students and Automatic Electric Defibrillator (AED) units are also available at each facility.

The College contracts with TCB Security Services for a static night officer to be on-site at its main campus in Newport during evening hours. Evenings during the term, an administrator is also present in the Commons area with TCB. TCB does the final lock-up of the main campus and then conducts random patrol checks during the night. The North County Center is located within city limits and relies upon the Lincoln City Police for its security needs. The South County Center in Waldport is in an area serviced by the Lincoln County Sheriff's department.

The College has Board policies related to Sexual Harassment, Title IX, and Gender-Based and Sexual Misconduct in addition to a Sex Offender Policy related to admissions. This information is available on the College's website. Additionally, the College complies with federal requirements by preparing and publishing an annual security report as directed by the Higher Education Opportunity Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Crime statistics for its three locations are published on the College's website and are also available upon request from the Office of Facilities and Public Safety.

The College endeavors to provide prompt notifications, warnings and alerts of immediate threats to the safety and welfare of students, staff and visitors to its campuses. The College uses a variety of methods to communicate information regarding emergencies including the public-address system, website, electronic message Boards, phone messaging, email, FlashAlert, and social media.

As a small, rural College, a great deal of campus security depends on the cooperation and support of the students, faculty, and staff. As such, College safety efforts are supported by the campus Safety Committee and the formation of a Designated Building Personnel group is planned. The College's emergency-related response plans are regularly reviewed and updated and are available online and from the Office of Facilities and Public Safety.

### *Supporting Documentation*

Board Policy 212: Title IX, Gender-Based and Sexual Misconduct (Appendix 1)

Board Policy 703: Sexual Harassment

Gender-Based and Sexual Misconduct Policy (Appendix 1)

[Sex Offender Policy](#)

[Higher Education Opportunity Act](#)

[Clery Act](#)

[OCCC Facilities & Safety Page](#)

### **2.D.3 On-Boarding of Students**

*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.*

OCCC recruits and admits students with the potential to benefit from its educational offerings. The College 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.

With the creation of the Navigate Program and hiring of the Navigate Program Manager in 2016, the College has been able to provide greater focus to ensuring that prospective students receive clear and detailed information about the opportunities provided to them at OCCC. The Navigate Program Manager has a rotational schedule at local high schools and manages the *Juntos* program which introduces Latina/o/x students and their families to the culture of College. The Navigate Program webpage also has information for prospective students.

When students complete OCCC's online application for admission they receive a checklist of their next steps to become a successful student. After admission, new students are required to meet with an advising specialist. This initial appointment is a discussion to determine course placement using multiple measures and to ascertain career and academic goals and financial preparedness. Next, students attend a mandatory small group academic orientation where they are provided the information and resources they need to be a successful OCCC student. Also, at this academic orientation student's login to their MyOCCC portal and register for classes.

Academic advising is typically required each term at OCCC to ensure students understand degree or certificate requirements. The advising website also has information for current students regarding degree and certificate requirements, careers, and transfer.

*Supporting Documentation*

[Navigate webpage](#)

[New student checklist](#)

[Advising webpage](#)

### **2.D.4 Program Elimination**

*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. (CCWD policy re State compliance)*

In the event of program elimination or a significant change in requirements, OCCC follows the process established by the Oregon Department of Community Colleges and Workforce Development (CCWD). The College suspends or deletes programs in the manner outlined in the Oregon Community Colleges Handbook and Planning Guide: Program Amendments, Suspensions and Deletions (CTE). The intended program closure is communicated to students, (both current and prospective), faculty members, advising specialists, members of the College Council, and advisory Board members.

OCCC works closely with PCC to develop the plan for suspension and ensures that the plan is presented to their Degree and Certificate Committee for approval before proceeding with initiating

the process via notification of CCWD.

The College works individually with students in programs that are discontinued so they can complete their degrees in a timely manner. Advising specialists evaluate the transcripts of each student with a declared major in that program to develop teach-out plans for students to ensure those who wish to continue with the program can access the necessary courses to complete their degrees. A time limit is set according to the program requirements, but normally ranges from one to two years. Teach-out plans may include independent study, guaranteed non-cancellation of courses for a defined period, and support for distance education courses to allow a student to transfer necessary credits. After a teach-out plan has been created, advising specialists help students understand and take the necessary steps to complete degrees and certificates. It is the goal of OCCC to provide access to all needed courses allowing students to complete their programs with as little disturbance as possible.

#### *Supporting Documentation*

[Oregon Community Colleges Handbook and Planning Guide: Program Amendments, Suspensions, and Deletions \(CTE\)](#)

### **2.D.5 Catalog Information**

*The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:*

1. *Institutional mission and core themes;*
2. *Entrance requirements and procedures;*
3. *Grading policy;*
4. *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;*
5. *Names, titles, degrees held, and conferring institutions for administrators and faculty;*
6. *Rules, regulations for conduct, rights, and responsibilities;*
7. *Tuition, fees, and other program costs;*
8. *Refund policies and procedures for students who withdraw from enrollment;*
9. *Opportunities and requirements for financial aid; and*
10. *Academic calendar.*

The College publishes a catalog each year, which is available online and in print. The College regularly updates its website with information for students, staff, faculty, and community members. The following table provides links to the information on the web, and the page number in the College catalog.

#### **Website Link**

[The College Mission and Core Themes](#)  
[Admissions Requirements and Procedures](#)  
[Grading Definitions](#)  
[Transfer Degrees & Certificate Programs](#)  
[Rules and Regulations for Student Conduct](#)  
[Rights and Responsibilities of Students](#)  
[Tuition, fees, and other program costs](#)  
Refund Policies: [Textbooks](#) & [Tuition](#)  
[Opportunities and Requirements for Financial Aid](#)  
[Academic Calendar](#)  
[Names, titles and academic credentials](#)

#### **17-18 OCCC Catalog**

Page 8  
Pages 10-14  
Page 42  
Pages 48 - 136  
Page 32  
Page 31  
Pages 21-24  
Page 18, Page 23  
Page 22  
Page 5

Supporting Documentation  
College Catalog 2017-18 (Appendix 3)

## **2.D.6 Eligibility Information for Licensure and Entry into Professions**

*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*

Educational programs at OCCC are thoroughly described on the web, are accessible through in the College catalog, and via department brochures. These publications are regularly reviewed for accuracy. Programs with selective entrance requirements include: Nursing, Aquarium Science, Medical Assistant, Nursing Assistant, and Emergency Medical Services.

The academic content for the limited-entry programs, including course sequences, are outlined using curriculum maps that indicate starting points, as well as degree, certificate, and career pathway options. The Nursing, Aquarium Science, and Medical Assistant programs went through major revisions in 2014, during our transition to Portland Community College (PCC) and were approved by PCC's Degree and Certificate Committee and Curriculum Committee in 2014. Since PCC's initial approval, the nursing and nursing assistant programs have revised curriculum since approved by PCC.

OCCC's 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. It also makes note of co-enrollment or articulation agreements for pursuing degrees beyond OCCC. Career and technical education departments ensure that links to Oregon Labor Market Information System (OLMIS) and information on Career Pathways are included for each limited-entry program.

Discipline-specific advisory committees help to identify changes in the profession that may affect employment, and career-specific trends that may alter the potential for professional advancement. These findings are communicated to prospective and current students by classroom and clinical faculty, and through the College website and catalog.

Supporting Documentation  
[Aquarium Science Program](#)  
[Medical Assistant Program](#)  
[Nursing Program](#)  
[Nursing Assistant Program](#)  
College Catalog 2017-18 (Appendix 3)



### **2.D.7 Retention of Student Records**

*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 fully complies with the Family Educational Rights and Privacy Act (FERPA) requirements regarding student record confidentiality. Per the Educational Services Agreement, the College complies with the Privacy policies of Portland Community College regarding the release of student information and, therefore, has no directory information. 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 OCCC data management system (SharkNet) allows student records to be viewed only by authorized users.

Regular and temporary employees, as well as student workers are trained regarding FERPA compliance. The most recent training occurred at the College-wide Fall in-service in September 2016. For academic year 2017-18 and going forward, OCCC is utilizing an online training platform, SafeColleges, and creating a training plan for all employees that includes FERPA training. In addition, general information about FERPA and release of information is included each year in OCCC's Student Handbook and the catalog. Each term a notice of FERPA rights is emailed to students.

OCCC utilizes scanners and a secure FTP account to transmit official transcript information to PCC, per the Educational Services Agreement. The scanners purchased by OCCC are compatible with imaging systems when the College is ready enhance its processes. At this time scanned records are archived on a server. Student paper files are stored in locking file cabinets in a secured, staff-only records room. OCCC complies with federal and state records retention requirements.

#### *Supporting Documentation*

[Family Educational Rights and Privacy Act \(FERPA\)](#)

College Catalog 2017-18: FERPA (Appendix 3)

Student Handbook 2017-18: FERPA (Appendix 3)

[Student Consumer Information](#)

[PCC Privacy Policies](#)

### **2.D.8 Financial Aid Program**

*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, per its Educational Services Agreement, follows PCC's financial aid policies and procedures. The two colleges work closely regarding federal financial aid issues and communicate regularly by email, phone, videoconference, or face to face meetings. The OCCC Financial Aid website informs students about the financial aid application process and deadlines. When students are admitted to OCCC they receive access to Portland Community College's student portal, myPCC. Within that portal, students have access to comprehensive information about their financial aid through the Paying for College page and are directed there to complete additional requirements to receive access to and maintain eligibility for financial aid funds. OCCC Student Services staff, including a full-time Financial Aid Specialist, assist students in navigating these processes. OCCC staff also attend regular training events



and meet via teleconference with PCC staff to insure compliance with policies and procedures and effective communication between Colleges and consistent messaging to students.

Prospective students are served through the Navigate Program which includes participation in College Application Week, outreach events to include financial aid nights at local high schools and FAFSA preparation events at OCCC for prospective and current students. Current students are served by the Financial Aid Specialist's attendance at the required academic orientation and are encouraged to participate in FAFSA preparation events offered at the College.

In addition to information about Federal Financial Aid and consistent with the OCCC mission, student needs, and institutional resources, OCCC informs current and prospective students about institutional resources available to finance their education (Scholarships). The OCCC Foundation offers the Serve, Earn, and Learn (SEAL) Scholarship Program, an endowed service learning scholarship, as well as the Oregon Coast Scholars program, which provides a renewable, full-tuition scholarship to local high school students graduating with a 3.5 or greater cumulative grade point average. OCCC makes emergency loans to students and maintains a small grant-in-aid fund to assist students with emergency needs that cannot otherwise be met with other funds. Students in Oregon who earn a 2.5 GPA, move directly from high school to community college, and fall under a financial threshold, are eligible for the Oregon Promise which covers two years at any Oregon Community College.

A conversation with PCC regarding OCCC performing Return to Title IV calculations for its students upon candidacy occurred in May 2017.

#### *Supporting Documentation*

College Catalog 2017-18 (Appendix 3)

[Financial Aid](#)

[myPCC](#)

[PCC Paying for College](#)

[Navigate Program](#)

[College Nights](#)

[College Goal Oregon](#)

[Scholarships](#)

[Serve, Earn and Learn \(SEAL\) Scholarship Program](#)

[Oregon Coast Scholars Program](#)

### **2.D.9 Financial Aid Repayment**

*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 provides information regarding the types of financial aid assistance that are available to prospective and enrolled students via the online catalog and website. Because of the Educational Services Agreement between the two institutions, OCCC students for the purposes of federal financial aid are considered Portland Community College's students and thus are integrated into the PCC's loan default rate. OCCC adheres to all of PCC's financial aid policies and procedures including repayment obligations. 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

OCCC employs a Financial Aid Specialist who provides customer service to OCCC students on site and who has access to PCC's system to provide accurate and timely information to students. This

individual participates in outreach events for prospective students and along with advising staff conducts new student orientation. This Financial Aid Specialist also provides face-to-face small group exit counseling to OCCC nursing students who as a group, often incur high loan balances. The Financial Aid Specialist receives annual (since 2011) professional development through attendance at the Oregon Association of Student Financial Aid Administrators Annual Conference. PCC has an assigned staff member who acts as a liaison to OCCC's Financial Aid Specialist for non-routine issues.

Financial literacy was identified as a student need by students who completed a Spring 2017 survey provided by the Equity and Inclusion committee. A financial literacy webpage will be created during the 2017-18 academic year and its use promoted across the college. OCCC recognizes the importance of financial literacy to student success and for loan default prevention. It is a long-term goal of the college to implement a mandatory financial literacy course for all students.

The Educational Services Migration Plan includes a detailed Separation Plan for Financial Aid, developed in conjunction with PCC.

*Supporting Documentation*

College Catalog 2017-18 (Appendix 3)

## **2.D.10 Academic Advising**

*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.*

OCCC has two highly qualified, experienced academic advisors who provide academic guidance to all OCCC certificate/degree-seeking students, including those enrolled in the limited-entry Career and Technical Education programs. One academic advisor is a member of the National Academic Advising Association (NACADA), which provides up-to-date resources and the ability to stay current in the field. The other advisor is a member of the National Career Development Association which provides current information related to career advising. Additionally, academic advisors participate in a state advising group listserv and quarterly advisor meetings at Portland Community College as well as the statewide advising affinity group. Each advisor meets bi-weekly with the Dean of Students to informally assess the strategies and interventions utilized for student success.

Advising is offered at the Central County Campus as well as the North County Center. Advising requirements and responsibilities are defined, published and made available to students in the student handbook as well as on the advising webpage. Advising at OCCC is mandatory. The OCCC data management system (SharkNet) offers an advising module that allows advisors to manage each student's ability to register. Advisors can individually set the number of terms for which a student may register without meeting with them. For example, a new student might be required to see an advisor each term to be cleared for registration, while a more experienced student may be cleared for an entire year once an academic plan is developed and agreed upon. Advising notes are entered into this same system for effective tracking of discussions and decisions.

All advising sessions are one-on-one appointments that students schedule using the online appointment system, ScheduleOnce. Students new to OCCC meet with an academic advisor to discuss course placement, academic goals and financial preparedness. After this initial appointment students are assigned an academic advisor based on their program of study. Advising is undertaken with a case management approach using a developmental model of advising.

Following this initial advising session, new students attend a small group Academic Orientation (AO) session facilitated by both advisors, which the financial aid specialist also attends. The first hour of the AO provides an explanation of pre-requisites, course sequences, the study-time formula, recommended College-work ratio, and explains the usefulness of a course syllabus. The second hour is focused on course selection and registration based on the multiple measures placement discussion. AO's take place in a computer lab so that students may register after they are introduced to the student portal, MyOCCC and understand the process of on-line registration.

Subsequent appointments include discussions about academic progress, goal setting, and using the degree audit system, GradPlan, that students have had access to via Portland Community College since Spring 2015. Additionally, students are referred to the Career and Transfer Readiness Center as appropriate.

Recently (Fall 2017) academic advisors and faculty began using AVISO student engagement and retention software, to enhance communication and provide for early alerts to facilitate early intervention by the academic advisors.

The Student Services management team is undertaking some professional development regarding assessment during the 2017-18 academic year. Developing methods and metrics for program review regarding advising will be undertaken during the 2018-19 academic year.

*Supporting Documentation*

[National Academic Advising Association \(NACADA\)](#)

[Advising Website](#)

[GradPlan](#)

[Career and Transfer Readiness Center](#)

Student Handbook 2017-18 (Appendix 3)

## **2.D.11 Co-curricular**

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

The OCCC mission states that the College will provide educational pathways, support, and accessible programs – and that the College will enrich the economic and civic vitality of its county and beyond. College co-curricular activities are consistent with the mission.

College leadership supports the provision of co-curricular programs and clubs that enhance and enrich the educational experience of OCCC students by fostering respect, promoting responsible citizenship, and developing an active, enjoyable and inclusive campus community. Participation in these groups as well as the formation of new groups is encouraged through the annual information fair held week three of Fall term. Below is a current list of active student organizations and clubs:

Associated Student Government (ASG)

Phi Theta Kappa Honor Society (PTK)

Student Nurses Organizations (SNO)

Sea Fans (students with aquarium science related interests)

Upstander Club

Science Technology Engineering and Math (STEM) Club

ASG, PTK, SNO, and Sea Fans sponsor a variety of events and charitable drives throughout the year, both individually and jointly, which engage many students at the College. For example, the Red Cross blood drive, Project Homeless Connect, Foster Teen Holiday Drive, PTK/Library used book sale, etc.

Many of these activities take place in the student commons and the adjoining patio, which allows for engagement with students outside of club members. OCCC also encourages students as well as faculty and staff to contribute to Waves Literary Journal, the annual publication that features the work of students, faculty, and staff and culminates with a publication party at the end of the academic year that is open to all.

Associated Student Government (ASG) is an important component of participatory governance at OCCC. Primary oversight for co-curricular activities is delegated to the Dean of Students in collaboration with the ASG advisor. During 2017-18 academic year work is underway to examine, revitalize and formalize ASG's role at this institution. College leadership supports a strong student government and its role in fostering leadership and developing an active, enjoyable, and inclusive campus community that supports the College mission.

#### *Supporting Documentation*

Vision, Mission, Value and Core Themes Statement (Appendix 1)

[Campus Life Webpage](#)

[Waves Literary Journal](#)

### **2.D.12 Auxiliary Services**

*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.*

The only auxiliary services operated by OCCC are limited food service within a small bookstore, collectively known as Your College Store (YCS). YCS supports the College's mission, contributes to the intellectual climate of the campus community, and enhances the quality of the learning environment. Students, faculty, staff and administrators have opportunities for input.

The idea of a College store arose during the campus concept development phase that included input from staff, faculty and administrators. Student input was received when the YCS was under construction in 2012 and centered on food preferences. YCS contributes to the OCCC mission and student success by providing access to services and nutrition opportunities to campus users. YCS enhances the learning environment by its central location in the Newport Commons, ease of access to students, and support in procuring resources needed by students for class and home. All staff and students are encouraged to provide input and feedback, which has been used to improve the facility over the last three years.

YCS is operated by OCCC at the Central Campus location. The campus is distanced from local services so YCS functions as a convenience store 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 currently provides the only food available within walking distance to the College. YCS also stocks basic school supplies and logo items throughout the academic school year. During the first four weeks of each term YCS concurrently functions as the OCCC bookstore and is fully equipped to handle cash, credit card or financial aid account transactions. Financial Aid recipients can "charge" books to their financial aid accounts, thus ensuring that they have the necessary textbooks by the start of the term. Textbook Buyback is another function conducted by YCS.

#### *Supporting Documentation*

[Your College Store](#)

[YCS request for input](#)

### **2.D.13 Intercollegiate athletics**

*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.*

No Intercollegiate athletics are currently offered at OCCC. Associated Student Government (ASG) does have a budget and the institution's Chief of Finance and Operations works with the ASG treasurer to ensure compliance with College and state requirements. Active ASG officers are offered a tuition waiver for four credits per term. Officer activity level and the tuition-waiver award is monitored by the ASG advisor. This funding is incorporated into the student's financial aid package in the same manner as other types of outside funding (e.g. scholarships). When adjustments to other financial aid are necessary, every effort is made to preserve grant funding and reduce loan borrowing.

*Supporting Documentation*

[Campus Life Website](#)

### **2.D.14 Distance Learning Identity verification process**

*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 wherein students gain access to the learning management system (Canvas) by first signing in to the MyOCCC portal. In addition to providing access to Canvas, MyOCCC is used by students to enroll in courses and 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 a password.

Canvas offers various safeguards to ensure the integrity of student work. Instructors can set the release date and time allotted for an exam, 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 from specific Internet Protocol addresses.

OCCC provides students with clear direction regarding academic integrity. The academic integrity policy, definitions, inquiry process, and consequences for violations of academic honesty are posted on the website and within the Student Handbook. Additionally, faculty are required to include the following honesty and ethics statement on all syllabi:

*Academic Integrity: Learning is built on the fundamental qualities of honesty, fairness, respect, and trust. At Oregon Coast Community College, academic integrity is a shared endeavor characterized by truth, personal responsibility and high academic standards. Any violation of academic integrity devalues the individual and the community. One important aspect of academic integrity is academic honesty.*

*Violations of academic honesty include:*

- *Plagiarism*
- *Collusion/Inappropriate Assistance*

- *Cheating Fabrication/Falsification/Alteration*
- *Unauthorized Multiple Submission*
- *Sabotage and Tampering*

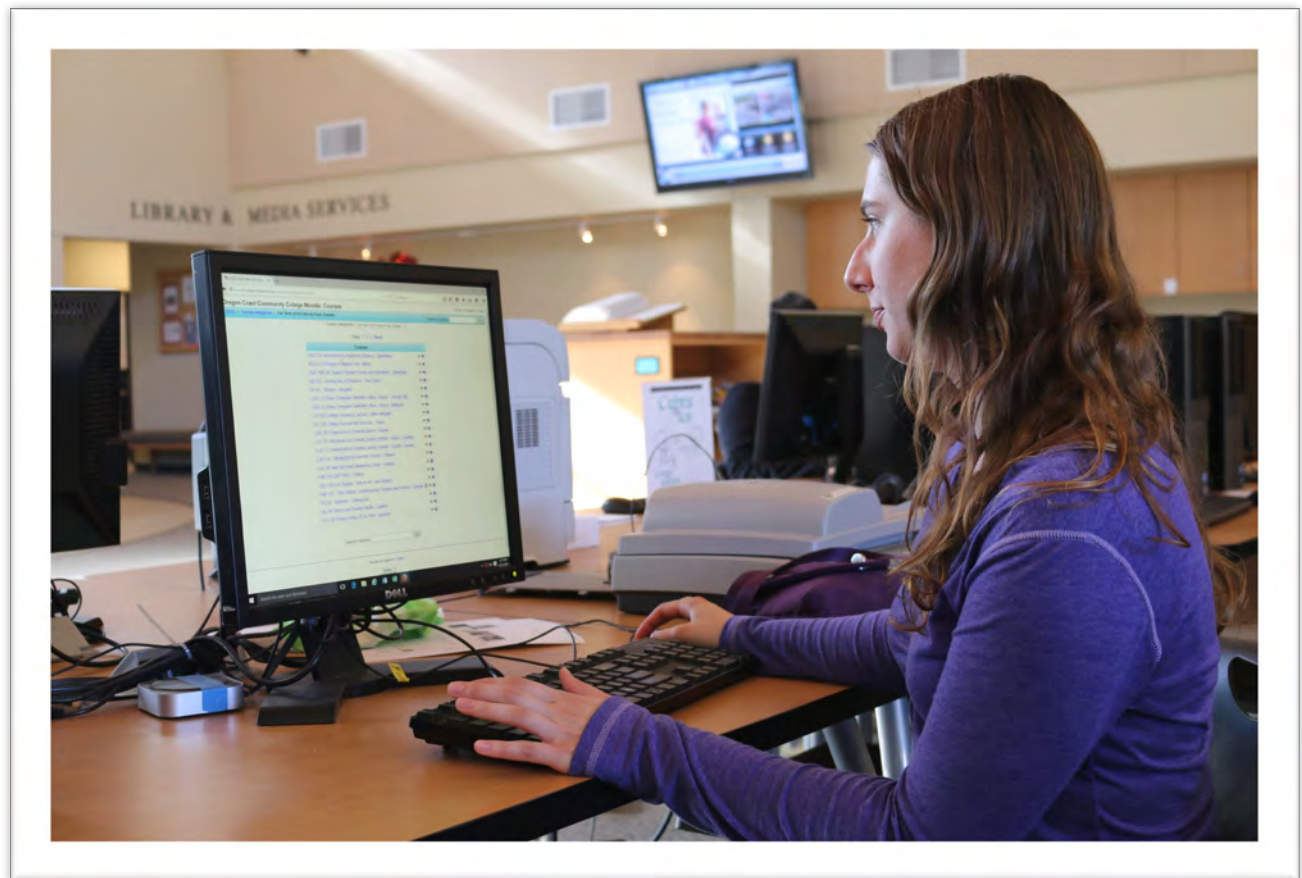
*A student who violates academic honesty will be subject to disciplinary action according to Student Rights and Responsibilities.*

*Supporting Documentation*

Syllabus Template 2017-18 (Appendix 3)

Student Handbook 2017-18: Academic Integrity (Appendix 3)

[Academic Integrity Webpage](#)





## Standard 2.E Library and Information Resources

### 2.E.1 Library and Information Resources

*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 OCCC Library provides appropriate access to collections, services, and spaces in alignment with and in support of the College mission. The Library is a member of the Chinook Libraries Network (CLN), a consortium of three academic and three public libraries in Oregon. Through that membership, students have access to the collections of all Chinook libraries, allowing the OCCC Librarian to focus on maintaining a collection that is directly aligned with the College's mission and programs. Consortium materials may be picked up at any consortium library, including OCCC central campus, north and south county sites.

The Library strives to provide current, quality materials. All acquisitions are reviewed by the Librarian for depth, breadth, and program alignment during the purchasing process. Collection development relies on holdings data to report breadth of resources, along with circulation and usage data, as well as feedback from affected users. The Librarian also contacts faculty and program directors for direct feedback concerning resources.

Users may also request additional materials online through our InterLibrary loan services, providing access to library collections across the nation, from U.C. Berkeley, to Harvard, to the Library of Congress. This gives our faculty and students equitable access to unlimited materials-- at the appropriate level for their individual needs. Articles are sent electronically, making delivery easy and available anywhere with an internet connection. OCCC students and faculty may choose to pick up ILL print and media materials at the Newport campus, or at the Lincoln City or Waldport centers.

The OCCC Library acquires electronic resources through statewide licensing arrangements, through library consortia negotiated pricing, and directly through vendors. While cost is a major factor, the Library nonetheless strives to provide the highest quality electronic resources to meet curricular and student needs. For example, a few years ago, the Librarian worked directly with nursing faculty to select a different, higher-quality database for the allied health programs. Faculty's recommendations mean an appropriate level of currency, depth, and breath, and a higher probability of use by both faculty and students. The Library's academic e-book collection, streaming videos, and databases support teaching and learning, ensuring that resources are equitably serving all programs and services, "wherever offered, however delivered."

*Supporting Documentation*

[Chinook Libraries Network](#)

Vision, Mission, Value and Core Themes Statement (Appendix 1)

[InterLibrary Loan Requests](#)



## **2.E.2 Library Planning**

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

The OCCC Library uses a variety of data sources to inform decisions and planning for library and information resources. The Library depends on traditional quantitative sources to track usage trends, such as consortium-generated statistics, local usage statistics, interlibrary loan (ILL) data, and vendor-generated usage statistics.

In addition to usage statistics, the Library relies on feedback from library patrons, including, faculty, staff, students, and the local community. The Library welcomes and uses purchase suggestions to meet users' information needs. The Library has a Purchase Suggestion form on the online catalog page at Chinook Libraries, and also on the Library website. Walk-in patrons can also complete a print form and leave it in the Suggestion Box at the Library main doors.

The Librarian contacts the program directors each academic year to discuss resources, ensuring that the Library continues to offer the best resources available in support of each of their programs. The Library also solicits material suggestions from every faculty member quarterly, to grow the collection along College program lines and to further align it with their course curriculum. Faculty are the subject-area experts, and the Library values their input by granting requests as much as possible within budget constraints. Library purchase suggestions are normally filled and available for use in the classroom the following quarter. Faculty requesting materials are individually notified when their item is available for preview.

The Library also administers a student survey each Spring to solicit feedback directly from students on library and information resources. The results of this survey help inform library decisions and planning activities for the next academic year and forward. For example, one survey indicated a need for graphing calculators in support of math classes-- the Library was then able to acquire several to place on four-hour reserve for all math students. This can be especially helpful at the beginning of the term, when students may not have the ability to purchase all their supplies immediately. Another survey indicated that students wanted a place where they could collaborate while working on projects together. The under-used Library Conference Room was dismantled, and computers were moved in to create a Team Lab where small groups can work and share together without distracting other Library patrons.

*Supporting Documentation*

[Chinook Libraries Purchase Request](#)

[Library Purchase Suggestion \(online\)](#)

Library Purchase Suggestion Box Forms (Appendix 3)

## **2.E.3 Library Instruction and Support**

*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.*

Information Literacy instruction is the key component in the Library's mission, and thus a large part of our strategic planning. The Library mission reads, in part: *"The OCCC Library contributes to student success and life-long learning by providing comprehensive Information Literacy instruction and support for students, faculty, staff, and the local community."* We accomplish this in multiple ways:

**Credit classes:** The Librarian teaches two research classes, LIB 101 Library Research & Beyond, and LIB 127 Library Research and Information Literacy. These classes are offered online to reach as many students as possible. LIB 101 is offered three terms each year and introduces the research process and essential research skills to find, select and cite the best information. LIB 127 is normally offered in the Spring quarter, and “focuses on refining a research topic, planning and carrying out a research project, selecting credible sources of relevant information, and citing sources correctly in discipline-appropriate format.”

**Embedded librarian:** The OCCC Librarian is embedded in the writing classes, focused on this group, building relationships with them, and providing custom information literacy services. This includes partnerships with WR 121, 122, 123, 227 faculty, and dual-credit high school faculty.

**One shots:** The OCCC Librarian provides short sessions for AQS and nursing—where students may already have a degree but might not be taking writing at OCCC.

**Reference:** The OCCC Library uses all reference sessions as teaching opportunities. The Library Assistant offers Tier One reference, which is “location and access” of resources to faculty, staff, students, and the local community. The Librarian holds open office and reference hours Monday – Thursday during the lunch hour. Also, during that time, to offer reference services to online or off-campus students, the Librarian uses a chat widget and offers live reference. The Librarian also responds to “Ask-a-Librarian” questions, an online form which allows for an asynchronous question-and-answer.

**Instructional Tools:** The Librarian creates online instructional tools including point-of-need video tutorials and research guides which are used to support all courses—especially those that do not participate in face to face library instruction. These are available to faculty, staff, students, and the local community.

*Supporting Documentation*

[Library Website](#)

[Library Mission and Strategic Plan](#)

[Library Ask-a-Librarian](#)

LIB 101 Syllabus (Appendix 3)

LIB 127 Syllabus (Appendix 3)

## **2.E.4 Review of Library and Information Resources**

*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 OCCC Librarian regularly reviews library and information resources for adequacy, currency, and quality and prior to purchase utilizing traditional tools such as bibliographies and reviews. New materials are examined by the Librarian upon arrival, prior to cataloging and technical processing.

The Librarian evaluates the collection and initiates the weeding process every five years; the last weed having been done in 2015. Various reports aid in determining which materials are no longer adequate and those no longer being utilized. A Library Weeding Schedule defines sections of the collection to review and work through each month of the weeding year.

Online resources and print periodicals are reviewed by the Librarian prior to purchase, and again as they come up for renewal each year. Circulation data and vendor-reported usage data help determine

whether resources are being utilized or not. The Librarian will often contact the program director prior to discontinuing an electronic resource, to receive their feedback. An example of this was when a recent database (Nursing & Allied Health Source) came up for renewal but reports did not indicate a high usage. The program director was contacted about the possibility of stopping service in favor of a different database, which they did.

Security of physical library resources is achieved through inventory control, visual sighting, and video surveillance. Electronic materials are secured with library card numbers as passwords, or other passwords depending on the vendor requirements.

#### *Supporting Documentation*

Library Weeding Schedule (Appendix 3)



## **Standard 2.F Financial Resources**

### **2.F.1 Financial Stability**

*The college 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 has a strong history of financial stability as a result of conservative fiscal management strategies. The College carefully adheres to state laws and rules when managing its budget, debt, and investments and has approved policies from its Board of Education related to the investment and depository of its funds.

OCCC receives most of its funding from three sources – the State of Oregon Community College Support Fund, Lincoln County property taxes and student tuition and fees. All tuition and fees along with a portion of the property taxes and State funding are deposited to the General Fund and are used to pay for College operations. The remaining portion of the property taxes and State funding are deposited to a separate fund through which the College's debt service is paid.

To ensure short-term solvency, since FY 2012-13 the College has maintained a Board-directed contingency reserve which is calculated as 15% of current-year budgeted General Fund expenditures. This reserve percentage is one of the highest amongst Oregon community Colleges. Fund balance more than the 15% is either transferred to the Reserve Fund or is held as Strategic Initiatives monies in the General Fund to be used for program development and other projects.

An extensive financial planning process (see Table 3.4) begins in December and ends in June with the adoption of a balanced budget that is focused on mission fulfillment and supporting and developing programs and services while maintaining the 15% contingency reserve. Risk is managed through conservative revenue projections around enrollment and State funding. Operational expenses are generously estimated while ending fund balance is realistically estimated through forecasting that compares 3 prior years of actual expenses to current and future year projections.

The annual audit of the College's financial reporting shows appropriate short and long-term stewardship of its resources.

*Supporting documentation*

2017-18 College Budget (Appendix 4)

2016-17 Audit (Appendix 4)

### **2.F.2 Resource Planning and Development**

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

The College strategically and realistically plans the expenditure of revenue from all its funding sources. Revenue projections are based on State funding formula projections, county property tax projections, enrollment trends and realistic projections, grant funding availability and estimates of ending reserves. The College avoids the use of one-time monies for on-going operational expenses and uses conservative projections as well as cost control measures to ensure that funds will be available for budgeted programs and services. Through this method of conservative budget forecasting, the College seeks to maintain continuity of programs and stability within departments.

Additionally, the College is always searching for mission aligned grant opportunities for specific projects and avoids using those indirect funds to cover operational costs without a plan for sustainability.

*Supporting documentation*

2017-18 College Budget (Appendix 4)

### **2.F.3 Financial Planning Policies, Guidelines, Processes**

*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.*

OCCC continues to improve its budget planning process (see Table 3.4) in accordance with Local Budget Law. Initial budget development involves department budget managers, the Budget Officer and the College President. Using budget worksheets, projected area budgets are developed and then compiled into a College-wide master budget which contains all funds. The master budget is reviewed by the College President and Executive Team, then budget forums are held with staff and students to communicate budget information and provide transparency. The forums provide the campus community with fiscal information, budget assumptions, and legislative updates and give them opportunity to provide input and comment.

The College then finalizes its proposed budget for presentation to the Budget Committee. The fourteen-member Budget Committee, whose role it is to approve the College's proposed budget, is comprised of the seven Board of Education directors along with seven appointed community members who serve three-year terms on the committee. The president delivers the proposed budget and budget message to the Budget Committee in a May meeting that is open to the public for the purpose of receiving community input. If necessary, an additional meeting of the Budget Committee is held in May.

Once the Budget Committee approves the budget, a public budget hearing is held in June. The budget hearing is another opportunity for community input before the College's Board of Education adopts the final budget.

The notices of both the Budget Committee meetings and the budget hearing are published in the local newspaper and on the College's website. Additionally, the Board resolutions related to the budget and levy of taxes and the adopted appropriations are filed with the County Assessor's office and a complete budget document is filed with the County Clerk and with the State of Oregon's Higher Education Coordinating Commission

*Supporting Documentation*

2017-18 Board of Education Calendar (Appendix 4)

#### **2.F.4 Timely and Accurate Financial Information**

*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.*

The State of Oregon mandates for all public agencies, including community Colleges, the use of a standard accounting system that follows Generally Accepted Accounting Principles (GAAP). Oregon Coast Community College has such a system and adheres to GAAP in its internal accounting practices and procedures. The College also implements these guidelines and standards through its Board policies to ensure timely and accurate financial information.

As a small community College with limited staffing, strong internal controls are in place to ensure appropriate segregation of duties, reporting integrity and the protection of College's assets. All financial data is entered into the College's ERP system, SharkNet. SharkNet has an integrated financial system developed and supported by Rogue Community College (RCC) and has been in use since September 2010. Currently, the College is part of a consortium of seven Oregon community Colleges engaged in an RFP process for a more robust and modern system for replacement of SharkNet. Implementation of a new system will be within the next one to two years.

The Chief of Finance & Operations (CoFO) reports to the President and is responsible for the budget process, the Business Office and the College bookstore, as well as the Facilities and Information Technology departments. The CoFO supervises the finance staff, prepares monthly financial reports and oversees the annual audit preparation. The annual audit includes a review of accounting procedures and internal controls to ensure responsible maintenance of accounting standards and fraud prevention.

The College's annual budget is developed each spring and presented to the College's Budget Committee in May with adoption of the budget by the Board of Education in June. The Board receives regular financial updates at its Board meetings.

##### *Supporting Documentation*

Board Policy 600: Accounting, Investment and Maintenance of College Funds (Appendix 1)

Board Policy 610: Annual Audit (Appendix 1)

#### **2.F.5 Capital Budgets**

*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.*

Oregon Coast Community College's capital funds are acquired through a State process that involves all 17 of Oregon's community colleges. The Higher Education Coordinating Commission (HECC) works with the 17 community college presidents to put together a list of capital projects desired by the colleges. Each college selects one project for their institution for inclusion on the list that the HECC then presents to the legislature for their consideration and action. The Oregon Legislature meets in regular session every other year and passes a biennial budget for community colleges. The capital construction list is considered during the regular session and the legislature approves projects for funding when the state budget allows.

All capital funds provided by the State require an equal amount of matching funds from the colleges. In the 2017 legislative session, Oregon Coast Community College was approved for \$8M in capital construction funds which the College must match, for a total project obligation of \$16M. In keeping with the College's mission, the proposed capital project will be centered around building capacity for additional workforce development programming.

Because the capital project funding from the State does not include the total cost of ownership, the matching funds raised by the College will also include the cost of equipment and furnishings. The College is also responsible for covering maintenance and operations costs from its General Fund budget.

The State of Oregon, through Oregon Revised Statutes (ORS 341.675), limits the amount and use of bonded indebtedness. The Board must approve all debt obligations and OCCC's debt requirements and disclosure are included in the annual financial report. In addition, the College has established a reserve fund which can be used in the event of any future impairments to College facilities.

*Supporting documentation*

2015 ORS 341.675: Authority to incur bonded indebtedness (Appendix 1)

## **2.F.6 Auxiliary Enterprises**

*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 bookstore, Your College Store (YCS), is located at OCCC's central campus and has been operating in its current location for the past five years. It is accounted for in the Auxiliary Fund and to the extent possible, direct costs for bookstore employee payroll, textbooks, food, beverages, clothing and supplies are covered by the bookstore's annual revenue. Administrative support for accounts payable, receivables, purchasing, payroll, Human Resources, and Information Technology services is provided by the General Fund.

There are few commercial services close to the central campus and YCS is a critical service within the College, providing students and staff with a convenient place to find food, beverages, and supplies. YCS has been able to maintain a small surplus fund balance, but because of the importance of its contribution to campus life at OCCC, the College has made a commitment to subsidize the operations of YCS if it becomes necessary.

In years past, the operation of YCS was such that it routinely had significant surplus revenue and was able to make an annual contribution back to the General Fund. In recent years, with the move to Open Educational Resources (OER) by many of the faculty, YCS has seen a significant decline in textbook sales and is no longer able to reliably contribute back to the General Fund. Given that the rising cost of textbooks has been a hardship for students, this is considered to be a positive outcome.

*Supporting documentation*

[Your College Store](#)



### **2.F.7 External Financial Audit**

*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.*

Annually, the Board of Education, in accordance with Board Policy 610, appoints a professionally-qualified, independent auditing firm. Twice annually the appointed auditors conduct on-site audit fieldwork in the performance of the annual audit of the College's prior year of financial activity. The audit encompasses all funds and the findings and management letter recommendations are presented to the Board of Education every December.

OCCC has historically received an unqualified audit opinion, which is the highest level of assurance. The full audit report is distributed to Board members and is also made available to the public on the College's website.

#### *Supporting documentation*

Board Policy 610: Annual Audit (Appendix 1)

2015-16 Audit (Appendix 4)

2016-17 Audit (Appendix 4)

Audit Communication to the Governing Body, 2016

Audit Management Letter, 2016

### **2.F.8 Fundraising activities**

*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 OCCC Foundation was established as an institutionally related fundraising organization to support the OCCC mission and received its 501(c)(3) determination from the IRS in 2000. Since that time, support staff for the Foundation have been employees of the College and have worked closely with College leadership to ensure close alignment between College needs and Foundation activities.

The OCCC Foundation is responsible for ensuring that all institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. The Foundation undergoes an annual audit and files a 990 with the IRS and a CT-12 Charitable Activities Report with the State of Oregon Department of Justice each year.

The OCCC Foundation Board of Directors, supported by the OCCC Director of Advancement, provides leadership and oversight for Foundation activities and operates under established by-laws. Board members are provided with the Donor Bill of Rights developed by the Association of Fundraising Professionals, Association for Healthcare Philanthropy, Council for the Advancement and Support of Education and the Giving Institute to, "Ensure that philanthropy merits the respect and trust of the public, and that donors and prospective donors can have full confidence in the nonprofit organizations and causes they are asked to support." Each board member is required to sign a confidentiality statement acknowledging that they have read and understand the Donor Bill of Rights and agreeing to maintain confidentiality of donor information.

With a change in College leadership in 2014, the new President recognized the need for a more formal arrangement between the College and Foundation. Because the Foundation's Executive Director since 2000 had recently retired in 2014, a temporary solution was put in place and in April 2015 the Foundation By-Laws were amended to include the OCCC President as a voting member of the OCCC Foundation Board.

In 2016, the position of Executive Director was converted from a part-time, mid-level management position to a full-time, executive-level position. The retitled position, Director of Advancement, is a member of the Executive Team, further contributing to alignment between Foundation and College activities.

In the fall of 2017, the OCCC Board of Education and OCCC Foundation Board of Directors initiated a concurrent review of a proposed written agreement that clearly defines the relationship between the two organizations. Each organization has engaged legal counsel to ensure the resulting document is soundly and fairly constructed. It is anticipated that both Boards will approve the final document prior to the end of the current fiscal year on June 30, 2018.

*Supporting Documentation*

OCCC Foundation By-Laws (Appendix 4)

Donor Bill of Rights (Appendix 4)



## **Standard 2.G Physical and Technological Infrastructure**

### **2.G.1 Physical Infrastructure**

*Consistent with its mission, core themes and characteristics, the college 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 its mission, programs, and services.*

OCCC is a small, rural coastal community College consisting of facilities in the communities of Newport, Waldport, and Lincoln City. Campus construction took place from 2007-2011 with capital raised through a local General Obligation bond and State of Oregon capital construction matching funds. The Central Campus (Newport) is located on 20 acres of newly developed timber land in the South Beach area. Approximately five of the 20 acres have been developed at this location. The Central Campus houses the main campus structure (77,677 sq. ft.) and the Aquarium Science Building (9,274 sq. ft.).

The Aquarium Science facility houses the College's unique program in aquatic animal husbandry. The building is equipped with an animal holding laboratory, a teaching lab, a food prep area, and a water quality/animal health lab. Infrastructure allows for the storage and circulation of water of different salinity and temperature levels. These features support student learning by enabling students to care for a wide array of fishes and invertebrates. Each facility was engineered and constructed to Leadership in Energy and Environmental Design (LEED) Silver standards by meeting energy efficiency and indoor air quality criteria.

The North Center, in Lincoln City, encompasses 25,025 sq. ft. and has undeveloped property for future expansion. The facility is strategically situated near Taft High School. This location supports a considerable enrollment of Taft students in OCCC courses at North Center. The South Center, in Waldport, is adjacent to Waldport High School, and Crestview School (Elementary and Middle School). The 4,200 sq. ft. building sits on property that has capacity for expansion of both the building and parking. The South Center supports the local community by housing programs in Allied Health (Emergency Medical Technician, Medical Assistant and Certified Nursing Assistant).

All these facilities are accessible, safe, secure and of a quality that provides a positive learning and working environment. They meet current needs and have capacity to serve the growing student population – except for Career Technical facilities to add new lab dependent programs. The planning for this next facility (the Workforce Education and Resiliency Center) is in the early stages, and is referenced in 2.G.5.

## **2.G.2 Hazardous and Toxic Waste Materials**

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

OCCC adheres to a rigorous set of procedures – its own as well as those of various regulatory agencies – to responsibly manage and maintain compliance with the use, storage, and disposal of toxic materials. The College is finalizing its Hazardous Materials and Waste Plan, which will bring together in a single document existing College policies and practices for chemical hygiene, storage and spills, personal protective equipment, OR-OSHA safety training, Oregon Department of Environmental Quality, SDS/Right-To-Know, and regulations of the Oregon State Fire Marshal.

The Facilities and Public Safety Manager manages adherence to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials. This includes ensuring that all staff follow Occupational, Safety and Health Administration (OSHA) regulations and that hazardous materials are regularly inventoried and documented by the completion and posting of Safety Data Sheets (SDS). OSHA posters are posted in prominent locations such as the mailroom, staff lounge and photocopy rooms. OCCC has an Integrated Pest Management policy, which encourages the initial use of non-hazardous compounds and progresses to using hazardous compounds only when other products have proved to be ineffective.

### *Supporting Documentation*

Emergency Response & Continuity of Operations Plan: Hazardous Materials and Waste (Draft)  
(Appendix 1)

Integrated Pest Management Plan (Appendix 1)





### 2.G.3 Facilities Master Plan

*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.*

Until 2008, OCCC relied upon rental facilities throughout Lincoln County for all operational functions. The College developed a master plan for its physical development in 1998, as a foundational document for the pursuit of a bond issue for development of College facilities. The third attempt at bond passage in 2004 was successful, and construction of facilities based upon the 1998 master plan began in 2007. Site and building plans for the four new College buildings on three College properties were added as an addendum to the 1998 Master Plan as the building designs were completed. In 2016, in response to the revised mission and new Big Five Strategic Framework, the Board and President committed to the next College building. The Workforce Education and Resiliency Center (WERC) will support expansion in career and technical education and be sited at the Newport campus. Planning is in very preliminary stages and is documented in the 2017 addendum to the Master Plan. Matching funds totaling \$8 million (via state bonding) were committed for this project by the Oregon Legislature in 2017.



*The OCCC Central County Campus, in Newport. Below are the South County Center, in Waldport (left), and the North County Center, in Lincoln City.*



#### *Supporting Documentation*

OCCC Master Plan (Mahlum Architects) 1998 (*Appendix 4*)

2008 Site and Building Addendum to Master Plan (*Appendix 4*)

2017 Addendum: WERC Building (*Appendix 4*)

HECC Memo Re: Community College Capital Requests, 2016 (*Appendix 4*)

#### **2.G.4 Equipment**

*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.*

OCCC acquires, upgrades, maintains and replaces equipment to ensure excellence and enhance student learning. This equipment supports institutional functions and fulfillment of the College mission and achievement of intended outcomes. Classrooms feature robust A/V systems, and the College's cutting-edge facilities include nursing simulation labs, fully equipped science labs – one constructed as recently as August 2013 – and specialized equipment and labs in the Aquarium Science building.

Equipment requests are part of the College's budgeting process and are overseen by the Chief of Finance and Operations. Facility equipment is overseen and maintained by the Facilities and Public Safety Manager. Local contractors and trained technicians are hired to conduct routine and preventative maintenance on equipment (i.e. plumbing, electrical, heating, ventilation and air conditioning (HVAC), fire prevention systems, security systems, emergency systems, etc.) when required. Additional services are contracted and managed by the Facilities and Public Safety Manager to maintain specialized equipment, custodial services, after-hours security and landscape/grounds maintenance.

#### **2.G.5 Technology Systems and Infrastructure**

*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 Information Technology (IT) environment is overseen by the Chief of Finance and Operations and is managed and maintained by the College's IT Support Manager, who is responsible for the maintenance, support and control of the network infrastructure and all its related equipment. Equipment replacement and regular updates to the network and its workstations are scheduled and handled by the IT Support Manager. In addition, this position provides the help desk function to the end users. During the summer of 2016, a variety of improvements were made to the College's IT environment, the most significant of which was the upgrade of the network Ethernet equipment and implementation of a higher-capacity, faster, and more easily maintained network management infrastructure. That infrastructure change has enhanced the student's computer experience. Improvements were also made to the College's lecterns, study room computers, and many of the testing computers. Also at that time, all workstation computers were upgraded to Windows 10, and faculty and staff were trained in the use of the new operating system.

The College has integrated Office 365 as its email system (using the cloud-based Exchange service), and now offers every student an email address to better facilitate secure and reliable information exchange about financial options, dynamically changing schedules, and campus functions.

As well as Office 365 and Microsoft Active Directory, the College is implementing Aviso, a student retention and advising program with a predictive modeling component, to better guide student success. The software has on-site server operations as well as cloud-based analytical processing.

The College's technology infrastructure is receiving continuous evaluation to address the evolving needs of students, faculty, and administration. The IT department strives to implement current and

emerging technologies and software that will best enable the College to fulfill its mission and the functions of management, operations, support services and academic programs. More details about this continuous improvement effort, and progress on specific objectives, can be found in 2.G.8.

#### **2.G.6 Training and Support in Effective Use of Technology**

*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.*

Oregon Coast Community College 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.

Currently, the College supports the end-users of technology and technology systems through these primary means.

- The IT Support Manager has responsibility and oversight of all technology-related infrastructure and operational procedures, including IT support and Help Desk operations.
- The Chief of Finance and Operations (CoFO) is the systems administrator for all software. The IT Support Manager works in conjunction with the CoFO to ensure reliable delivery of the software, economical purchase of the related licensing, and inclusion of training when available.
- Training workshops and “over-the-shoulder” trainings for staff are provided as new applications are added, by vendors and College employees.
- Support for online learning, including the LMS, is provided by staff of the Department of Library and Media Services.
- The College subscribes to Lynda.com for on-demand online technology training.

The College’s 2014 IT assessment revealed that some end users were frustrated with the available levels of support at that time. Since then, as described in 2.G.8, the College redesigned the IT staffing structure. The new IT Support Manager position has addressed concerns for support and training to a large degree. It is relevant to note the unusual amount of technology change at the College since 2014. This includes moving from Google to Microsoft for email and document management, a redesigned website, a new payroll system, a new LMS (Canvas), and new student engagement and retention software (Aviso). Each change requires employees to learn new processes. Even with strong support and instruction, some employees have felt challenged by the rate of change in our technology environment.

#### **2.G.7 Technology Infrastructure Planning Process**

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

At OCCC, planning of technological infrastructure includes input from the staff and constituencies who rely on technology for their work. The 2014 technology plan described in Standard 2.G.8 was



based upon interviews with technology support staff and end users of technology. Since 2014, major technology initiatives, including investment in infrastructure updates and expansion, are reviewed with the College's All Managers Group for feedback and to confirm prioritization. The Web and Technology Advisory Group (WAG-TAG) includes representation from major operational areas of the College and is chaired by one of the managers responsible for technology and the college website. WAG-TAG meetings occur as needed and are an opportunity for the managers responsible for technology and the website to seek advice from stakeholders so that they may consider their views.

A new approach to video conferencing provides a recent example of collaborative technology planning. The College had obtained some teleconferencing equipment (Polycom and Lifesize) to fulfill requirements of a grant. The grant period had ended and the equipment was no longer utilized in an effective manner. Meanwhile, there were many requests for greater access to video conferencing. The IT Support Manager reported on more modern and flexible software that could use parts of the older hardware and proposed creating mobile video conferencing stations using the underutilized hardware. With the agreement and collaboration of the Executive Team, these mobile AV carts were assembled and tested. They are now an integral part of the College's video conferencing system, including remote delivery of instruction.

## 2.G.8 Technology Update and Replacement Plan

*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.*

The Spiceworks network inventory and scanning software is currently utilized to keep the inventory of the College's technology infrastructure, both software and hardware, up to date and detailed accurately. As with any institution, the refresh plan is limited by available funding and mitigated by need. The oldest, slowest, and most out-of-date hardware and software is identified and replaced first. In 2017, the computer lab in Lincoln City received 20 Dell i7 workstations and new 23-inch monitors. The Newport Commons area also received an update of both monitors and processors, to better serve the students and their research needs. The server infrastructure at the College is also due for an upgrade, with appropriate hardware and software being evaluated to support a changing ERP software platform.

From a broader perspective, the College continues to make progress on its long-term technology assessment and improvement plan. In 2014, President Ryslinge ordered a review of OCCC's IT environment. An outside consultant conducted a thorough analysis on-site, including inspections of technology infrastructure as well as personal interviews with users and stakeholders. Key findings from that 2014 report (in bold) and the current status, as of February 2018, follow:

Table 2.6

Key Findings from 2014 Report	Current Status
<b>Identify and minimize all virus exposure points, install adequate antivirus software (AVS) on the servers, install a different adequate AVS on the user machines, subscribe to a software update service and annually review the choice of software to insure continued suitability.</b>	The firewall and the exposure of unshielded network access ports to the greater Internet were identified as points of potential security issues. The firewall has been assessed, and the ports and applications necessary to our work identified and secured to the best of the older hardware's capabilities. A new firewall has been identified with more extensive, modern, and reactive security capabilities, and will be installed and configured before the 2018-19 fiscal year. The internal networking of the

	<p>College has been assessed and enhanced as well, with individual subnets servicing their discrete sections of campus, to better limit the impact of a malware incursion or network exploit.</p> <p>The Windows servers have had Sophos antivirus installed, and have proven much more resilient and impervious to malware and virus incursions. The former desktop antivirus, FProt, has been replaced with Sophos antivirus. The up-to-date and heuristically scanning software protects against emerging software that has not yet been categorized, as well as known threats. The cloud-based console for oversight and configuration control helps maintain ongoing in-depth knowledge of emerging issues, and allows for the immediate reaction to those issues.</p>
<b>Consolidate the multiple servers to run on a Windows platform and implement the “best practices” IT structure including segregated domains and full implementation of Active Directory with appropriate group policies. This work should include moving critical data, databases and applications that are currently located solely on user machines, to a server.</b>	<p>The use of Linux for file sharing and backup has been deprecated, and the crucial services of the College have been migrated to Windows services managed through Active Directory. Data, file sharing, printer services, desktop configuration and operations have been moved from ‘the server under the desk’ to centralized and managed Windows servers and Active Directory Group Policy. The infrastructure has been put in place to move the critical servers and services to virtual machines, to allow for better backup and management of the servers themselves, and more nimble recovery in the case of critical failure. As the college grows and the server and application environment changes, those new servers and services will be implemented in the virtual environment, with resilient fail-over and off-site replication of data and services an integral part of the IT planning structure.</p>
<b>Develop and implement rigorous daily and weekly back-up protocols for the servers, file shares and all critical applications.</b>	<p>Centralized backup of all critical servers and data is currently managed using Unitrends backup. There is an ongoing nightly backup of incremental changes (and files that differ from the last full backup), and a weekly full bare-metal backup of all files on all machines to allow for a complete recovery of a compromised server. This complete bare-metal recovery has been put to the test twice in the last two years, once from a complete RAID array failure, and again from an encrypting malware attack. On both occasions, but backup software allowed for the server to be completely recovered to a virtual machine, with less than 2 days lost in the recovery process. The virtualized servers have been providing excellent service ever since.</p> <p>Plans for expanding the virtual infrastructure to include desktop document file redirection and backup and a separate domain structure for student accounts are underway.</p>
<b>Reorganize the current IT staffing.</b>	<p>The reorganization of IT staffing is complete. Executive responsibility for Information Technology resides with the Chief of Finance and Operations. The College employs a</p>

	<p>full-time IT Support Services Manager with broad duties, and has recently contacted with a local IT specialist to provide part-time assistance to the IT Manager, and serve as backfill for when the IT Manager takes leave. Additionally, there is a SEAL (Serve, Earn and Learn) student worker assigned to IT, and an unpaid IT intern from time to time. While this IT staffing structure is lean, it is comparable with similarly sized colleges.</p>
<b>Create individual student network access accounts with assigned email addresses through Office 365.</b>	<p>Office 365 is fully implemented for Oregon Coast Community College, with all admitted students being issued an email address. The Office 365 software suite is also available to all students as a part of their admissions package.</p> <p>The infrastructure necessary to bind a local Active Directory domain to the Office 365 Azure Active Directory is under construction, with an enhanced firewall and network security being the first stages in providing a stable and secure environment for that undertaking.</p>
<b>Deploy a web-based software for video conferencing.</b>	<p>In 2016, the College joined a group of other Oregon community colleges in a consortium designed to negotiate a bulk-user discount for the Zoom videoconference platform. The College now offers Zoom for individual users and groups, and uses the platform for distance delivery of online and hybrid courses.</p>
<b>Create a new college website.</b>	<p>In the summer of 2016, an in-house team of College staff designed and deployed a new website, replacing a decade-old Drupal site. The new site was built on the WordPress platform. By the 2017-18 academic year, regular training sessions were being held to allow and encourage different functional areas to update and edit their own web pages.</p>
<b>Obtain training for staff on the Family Educational Rights and Privacy Act (FERPA) regulations and how they apply at the college.</b>	<p>The IT review revealed that some staff were including identifiable student information in emails. Immediately upon receiving this recommendation the College completed targeted training with those staff, and increased the prominence of all-college FERPA trainings. In 2017 the College implemented <a href="#">SafeColleges</a>, a cloud-based training provider, to deliver FERPA and other compliance trainings. New employees complete the SafeColleges trainings as part of onboarding, and annually thereafter.</p>
<b>Create digital forms for Human Resources and consider the implementation of an intranet site to provide employee access to the forms.</b>	<p>The College is now in its second implementation of this recommendation. In 2015 the front end of the HR application process was automated and those interested in working for the College were able to submit their applications on-line. However, the management of the applications remained a largely manual process. In 2017 the College adopted a new</p>

	<p>payroll product (<a href="#">PayCom</a>) that includes some ability to manage the applicant process. The HR office is assessing this capability. Additionally, with the hiring of a permanent HR Manager in 2017, materials and forms related to assessment are placed on an internal shared drive as they are developed. Presently, only the managers have direct access to the shared drive, but once all forms and processes are completed we will determine broader levels of access.</p>
<p><b>Create an internal users group for SharkNet.</b></p>	<p>In 2017 the College formed the ERP Team, comprised of frequent SharkNet users and managers. While the primary function for this group is to guide the technical review of potential replacements for SharkNet, it has also functioned as a place to problem-solve and share knowledge about the effective use of SharkNet.</p>

Table 2.6

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CHAPTER THREE

## Institutional Planning

STANDARD 3.A



## Chapter Three: Institutional Planning

### 3.A.1 On-going and Comprehensive Planning

*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.*

#### Comprehensive Planning

OCCC's Five Big Ideas Strategic Framework drives mission fulfillment through an ongoing and comprehensive planning process. Three institutional planning processes support the Five Big Ideas Framework: Enrollment, Budget, and Facilities.

Institutional planning is supported by operational planning in the areas of Educational Services Migration, Assessment, Accreditation, Emergency Response and Continuity, Technology, and ERP Replacement.

The 11-Year Matrix Plan (2013 through 2024, Fig. 3.5) identifies key intersection points and tracks alignment between the wide variety of planning activities and key milestones for the College.

OCCC's eight core values of accountability, collaboration, excellence, inspiration, integrity, learning, sustainability, and equity serve as guiding principles throughout planning and implementation as directed by the college mission. In 2015, the College formed the Equity and Inclusion Committee to provide additional leadership and direction for the value of equity.

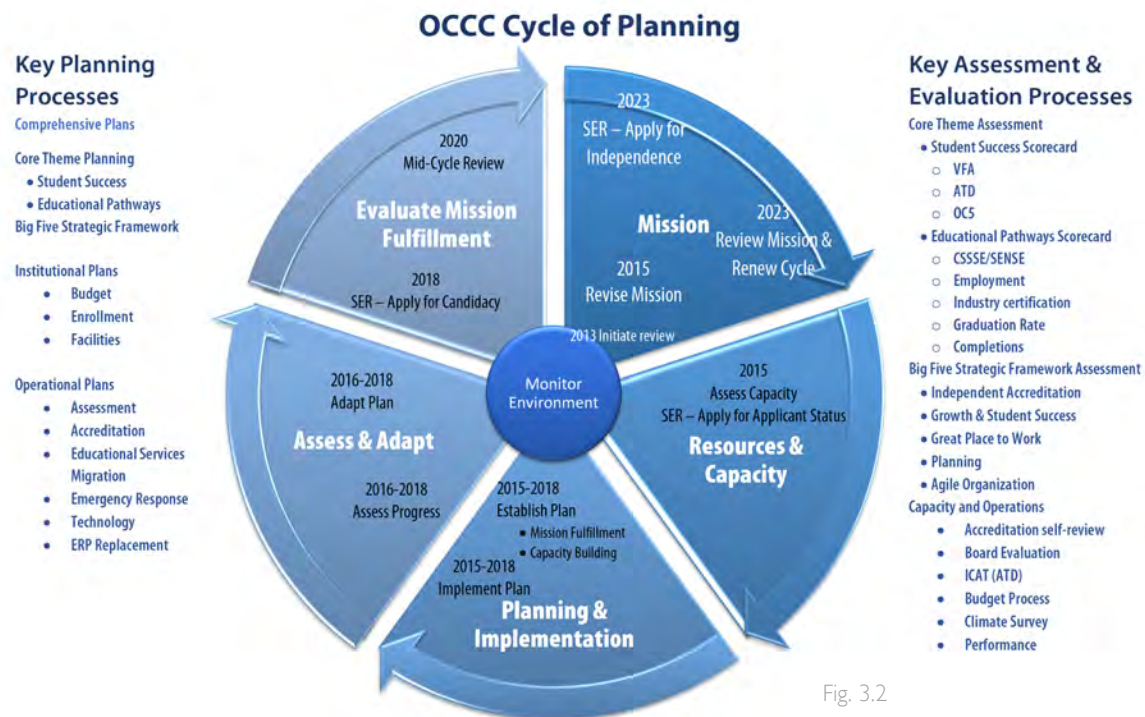
#### Cycles of Planning

Figure 3.2 depicts key planning activities occurring over time at OCCC, seen through the lens of the NWCCU standards. At the center is the monitoring of the external environment, which is both ongoing and periodic milestones associated with the review of college mission and core themes. As depicted in the diagram, 2013 was a milestone scanning event. The next milestone scanning and review of mission is planned to occur in 2023, or whenever OCCC reaches independence. Following mission review and adoption, the college enters a new cycle of reviewing resources and capacity, planning, assessment, adaptation, and evaluation of mission fulfillment. In the current cycle, many of these events are occurring in parallel in a compressed manner, guided to a large extent by our



Fig. 3.1





application processes with NWCCU. Figure 3.2 also identifies key planning, assessment, and evaluation processes which occur throughout the full cycle of planning.

### Strategic Planning

The Five Big Ideas Strategic Framework (also known as the Big Five Framework) adopted by the Board of Education in 2015 established the strategic direction and priorities of the College through 2023. The Big Five Framework, along with the College Mission, Vision, Values, and Core Themes, comprise and document the strategic plan of the College to achieve mission fulfillment.

The Big Five Framework is made public on the College website, and is widely shared throughout the College and community. Since 2015, the framework has been used in budget development and shared in the President's Budget Message. It is used in recruiting and onboarding new employees, in determining how resources are allocated, in decision-making at the institutional and program level, and in development of partnership relationships within the community.

The Five Big Ideas Strategic Framework centers on five core objectives:

- Independent Accreditation with NWCCU
- Intentional and Aggressive Growth in Enrollment
- Becoming a Great Place to Work
- Systematic and Comprehensive Planning
- Becoming an Agile and Flexible Organization

The implementation of the strategic plan and assessment of the College's effectiveness in achieving the established goals are led by the President and the Executive Team through annual retreats that assess progress and develop operational goals for each year. The Big Five Framework is used to establish annual goals for the President, and as the basis for the annual Board retreats.

Many planning processes were enhanced or developed at OSCC since 2015. The process of planning can take a great deal of time and resources, which can be particularly challenging for a small

institution. The Board, President and Executive Team were committed that planning would not impede the urgency of action to improve outcomes for our students and community. As a result, the President and ET have concurrently engaged in “planning and doing.” After several years of this approach, we learned this approach to strategic planning is emerging as a best practice suited to complex environments such as ours. The Strategic Doing model developed by the Agile Strategy Lab at Purdue University has provided us with a useful framework to understand and share with others our approach to strategic momentum at OCCC.

## Strategic Doing: Flexible & Adaptive



Fig. 3.3

Unlike the linear approach of strategic planning, strategic doing focuses on agile think/do cycles, frequent iteration, and rapid experimentation.

### Budget Planning Process

The College utilizes a structured budget planning process that incorporates systematic engagement at the department, and executive levels and provides for additional college input via staff and student forums, and community input via public hearings. The annual budget development cycle begins in December and ends with budget adoption in June.

Table 3.4

Time	Activity	Responsible party	Engagement
<b>Dec-February</b>	Develop initial budget assumptions for revenues and costs	President and Chief of Finance and Operations (CoFO)	
<b>Dec-March</b>	Work with faculty and staff to determine and prioritize needs. (Using budget worksheets, projected area budgets are developed)	ET	Staff, Faculty
<b>February</b>	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
<b>February Board Meeting</b>	Consideration of Tuition and Fees	Board of Education (BOE)	Public Meeting
<b>March</b>	Identify strategic priorities using Core Themes & Big Five Frameworks.	Executive Team (ET)	

<b>March-April</b>	Project grant opportunities where relevant	ET and CoFO	
<b>April</b>	Budget worksheets compiled to a College-wide draft master budget	ET and CoFO	
<b>April</b>	Review and refine draft master	President and CoFO	
<b>April</b>	Review draft master to understand available resources and make funding recommendations for planning priorities.	President and ET	
<b>April-May</b>	Await final state Oregon Community College Support Fund funding decisions (especially in odd-numbered years, due to Oregon Legislative session schedule)	All	
<b>May</b>	Public Notice Budget Hearing	CoFO	
<b>May</b>	Finalize budget assumptions	President and CoFO	
<b>May</b>	Reconciliation of draft master	President and CoFO	
<b>June</b>	Finalize proposed budget for presentation to the Budget Committee	CoFO	
<b>June</b>	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
<b>June</b>	Budget Adopted	BOE	Public Meetings
<b>July</b>	Budget Published	CoFO	

Table 3.4

## Enrollment Planning

Big Idea Two of the strategic framework established the intention of the College 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. In 2016, President Ryslinge successfully led a work group from the Oregon Presidents' Council to remove the growth cap for colleges under 1,100 FTE.

Big Idea Two also identified the following enrollment growth strategies:

- 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.

### **Facilities**

Until 2008, OCCC relied upon rental facilities throughout Lincoln County for all operational functions. The College developed a master plan for its physical development in 1998, as a foundational document for the pursuit of a bond issue for development of College facilities. The third attempt at bond passage, in 2004, was successful, and construction of facilities based upon the 1998 master plan began in 2007. Site and building plans for the four new College buildings on three College properties were added as an appendix to the 1998 Master Plan as the building designs were completed. In 2017, in response to the revised mission and new Big Five Strategic Framework, the Board and President committed to the next College building. The Workforce Education and Resiliency Center (WERC) will support expansion in career and technical education and will be sited at the Newport campus. Planning is in preliminary stages and is documented in the 2017 Addendum: WERC Building. Matching funds totaling \$8 million (via state bonding) were committed for this project by the Oregon Legislature in 2017.

### *Supporting Documentation*

Enrollment Management Plan 2014 (Appendix 4)

North County Enrollment Report (Appendix 4)

Memo on Growth Management Component (Appendix 4)

OCCC Master Plan (Mahlum Architects) 1998 (Appendix 4)

2008 Site and Building Plan Addendum to Master (Appendix 4)

2017 Addendum: WERC Building (Appendix 4)

HECC Memo Re: Community College Capital Requests, 2016 (Appendix 4)

[College website: Five Big Ideas Strategic Framework](#)

2017-18 College Budget: Assumptions (Appendix 4)

2017-18 College Budget: Calendar (Appendix 4)

2017-18 College Budget: Forum materials (Appendix 4)

2017-18 College Budget: Budget Message (Appendix 4)

OCCC 11-Year Plan: Mission, Core Themes, Key Capacity, Assessment, PCC Transitions, NWCCU Milestones *Draft Timeline and Alignment Grid*

Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Mission &amp; CT</b>	Old mission, no 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
<b>CT Objectives</b>	NA	Concept introduced	Discussed, V1 adopted	Discussed	Revised CT final adopted	Implement	Continue	Continue	Continue	Review	Continue
<b>CT Measures</b>	NA	Concept introduced	Develop options	Narrow options	Review for 2 CT	Establish	Continue	Continue	Continue	Review	Continue
<b>Engagement re CT &amp; Mis. Flfmnt</b>	Focus groups	Focus groups CCI BOE	CCI ET BOE	CoCo ET BOE	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	CT Teams Eq & Inc CoCo, ILT, ET, BOE	CT Teams Eq & Inc CoCo, ILT, ET, BOE
<b>Link Planning &amp; Budget</b>	Budget cuts 15% resv	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 AppT3SIP	Continue Review & Improve	Continue	Review	Continue	Review
<b>IR/Data Capacity ERP</b>	.5 FTE in-house	.5 FTE in-house	.5 FTE in-house	.5 FTE in-house	LBCC OIR	LBCC OIR	LBCC OIR	LBCC OIR	LBCC OIR	LBCC OIR	LBCC OIR?
<b>Institutional &amp; Student Assessments</b>	ATD IPEDS ENROLL COMPL	ATD GISS SENSE CSSE IPEDS ENROLL COMPL	ATD IPEDS ENROLL COMPL	ATD GISS IPEDS ENROLL COMPL	VFA, ATD SENSE CSSE GISS Climate Sur. ENROLL COMPL	Sharknet New system	VFA ICAT ATD? ENROLL COMPL	VFA GISS Climate ENROLL COMPL	VFA ICAT SENSE/ CSSE ENROLL COMPL	VFA GISS ENROLL COMPL	VFA ICAT ENROLL COMPL
<b>Program Review (&amp; SLO)</b>	CTE	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
<b>Capacity &amp; assume Educational Services contract</b>		Shared Governance/ Cur. Pt. I; Registrar Pt I – ESM	Registrar Pt. II -ESM/ Registrar	Library; Fin Aid. Pt I	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.	
<b>NWCCU</b>	IGA w/Clatsop	24 ER report IGA w/ PCC approved	Yr. 7 w PCC File for Applicant status		SER for Candidate Annual Report	Annual Report	Mid-Cycle Annual Report	Annual Report	SER for Independent Annual Report	Year 1 Annual Report	

Table 3.5

### **3.A.2 Planning is Broad-based with Opportunities for Input**

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

#### **Strategic Planning Input**

The Five Big Ideas Strategic Framework followed the revision of the College's Mission statement, last updated in 1997. In 2014 the Mission, Vision, Values Task Force (MVVTF) was created to lead the college community in this process. The task force conducted focus groups with internal and external constituencies to provide input regarding their expectations and hopes for the college. President Ryslinge joined the College in July 2014 and worked with the Board of Education and appropriate constituencies (the full college at Fall In-Service, the original MVVTF, and the Council for Curriculum & Instruction) to finalize the college's new mission statement, vision, values, and core themes. These were approved and adopted by the college's board of education in October 2014.

Early in 2015, the College developed a mission-based strategic planning framework documented in the OCCC Strategic Framework, Five Big Ideas. The Five Big Ideas framework was formally endorsed and adopted by the Board of Education in February of 2015 and endorsed by the College Council in the spring of 2015. Since its development, this framework has been used to guide planning and decision-making in all aspects of institutional development, including budget and resource allocation. Since the Five Big Ideas framework relies upon significant addition of new educational programs, the Board and President developed the CTE Program Rubric to ensure a common understanding of criteria for approval of new programs by the Board.

#### **Equity and Inclusion**

In 2015 the College initiated an Equity and Inclusion Committee to provide leadership on equity, and to assist in the design of initiatives to help the college grow in providing a welcoming and equitable environment for all. The mission statement of the Equity and Inclusion Committee is *to work toward developing a campus whose environment is safe and inclusive for faculty, staff, students, and community members. Action, awareness, collaboration, and education will be the cornerstones of our diverse community.* Membership of the Equity and Inclusion Committee is open to all interested stakeholders and varies from year to year. The Committee has included students, faculty, staff, and administration. The committee has assisted in the establishment of all-gender restrooms at the Newport campus, outreach to Latina/o/x communities, and support of DACA students. The group is considering how to expand college connections with Native American communities. It is the intention that the Equity and Inclusion Committee become a review point for new initiatives, including new educational programs.

#### **Enrollment Planning Input**

The Dean of Academics and Workforce (DAW) is responsible for ensuring there are opportunities for input by appropriate constituencies into enrollment planning. The Instructional Leadership Team provides opportunities for input from faculty and staff. The DAW provides opportunities for input by other managers during Executive Team and All Managers Group meetings. Updates on enrollment growth activities are shared at College Council and Board meetings.

#### **Budget Input**

The budget planning process is broad-based and offers structured opportunities for input by appropriate constituencies. At the department level, managers work directly with faculty and staff in

budget development. Budget forums for employees and students provide opportunities for input at the institutional level. With the strengthening of Associated Student Government processes and structures, we anticipate additional opportunities for student input into the budget process. Structured opportunities for input by community members are provided via the Budget Committee process, and a series of Board meetings focused on consideration of the budget. (See Table 3.4.)

### **Facilities Planning Input**

The planning process for the current facilities was broad based and provided numerous opportunities for input by appropriate constituencies. During the three attempts to pass a bond to build the facilities, there was extensive outreach to the community. Board members, faculty, staff, and administration were all actively involved in building design. The new facilities were completed by 2009 and included reasonable room for expansion for the years to come.

With the adoption of the revised mission and the Five Big Ideas Strategic Framework there was realization by the President and the Board that a new specialized facility for workforce would be needed. The College is in the very preliminary stages of planning for the next building, the Workforce Education and Resiliency Center (WERC), with an anticipated build date of 2023. To date, consultation and input has been sought from the Higher Education Coordinating Council, the City of Newport, Lincoln County Commissioners, the architect who designed the existing buildings, and local industry groups such as the Yaquina Bay Economic Foundation and the Marine Sectors Strategies Committee. Internally, there has been discussion of the new building with the Board of Education, the Executive Team, and the Foundation Board. Updates about preliminary planning for the WERC have been shared with the College community via CoCo announcements and the President's monthly report.

*Supporting Documentation*  
CTE Rubric (Appendix 4)

### **3.A.3 Planning Informed by Data**

*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.*

OCCC's planning and evaluation process is informed by regular and systematic collection and analysis of data from a variety of sources. These data are analyzed and used to evaluate fulfillment of its mission. The 11-Year Matrix (Table 3.5) shows the administration of institutional and student data collection – past, present, and planned for the future.

The College regularly considers data about external environments. This includes routine environmental scanning on the part of the President and Executive Team, as well as regular review of Department of Labor (state and federal) data, economic impact studies, and sector reports.

OCCC considers IPEDs to be an imperfect measure of student completion. The tool's cohort definition leaves out many of our students. In 2016 all Oregon community colleges adopted the Voluntary Framework for Accountability (VFA) and we have received our first reports for 2017, which provide six-year completion rates beginning with the 2010 cohort. VFA cohort definition is a much better fit for our students, and we are pleased to have this data frame available going forward. Whatever the cohort definition, completion data is a lagging indicator and other timelier data is required to understand and manage impacts on students as they occur. OCCC became an Achieving the Dream (ATD) college in 2012 and has collected, analyzed, and discussed the ATD measures annually since 2013. ATD measures focus on progression and leading indicators. Because ATD cohort definition also leaves out many of our students, we are supplementing the ATD data with our own cohort definition



(see Table 4.1) to consider progression measures. Newly implemented initiatives such as Canvas (LMS) and Aviso (a student success) may yield helpful data as well. The College is in its first year with these platforms and is only beginning to explore the data capacities of these systems.

The 11-Year Matrix also shows many institutional assessments that have a regular cycle of collection and/or administration. We have moved to a three-year cycle for SENSE and CSSEE, and a two-year cycle for Board Self-Assessment (GISS). We administered the ATD-developed Institutional Capacity Assessment Tool (ICAT) in 2017 and plan to do so again in 2019, and possibly once more in 2021. We are adding a new Climate Survey in 2018-2019, to be administered on a three-year cycle.

OCCC also collects qualitative data about the student, faculty, and staff experience. Student input is gathered through College Connect night, focused activities in the Central County Campus commons, Associated Student Government representation on the College Council, and student comments on course evaluations.

All these data are analyzed and used for evaluation of mission fulfillment. This occurs in regularly scheduled updates to the Board and College, and annual retreats for the Board and Administration, and breakout sessions at all College In-Service events. Data is also considered broadly by managers and some staff as they engage in their day-to-day operational work.

#### *Supporting Documentation*

11-Year Planning Matrix (Appendix 4)

Student Course Evaluation Example

### **3.A.4 Resource Allocation**

*The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.*

The College's comprehensive plan (Mission, Big Five Strategic Framework, and Core Themes) guides priorities, annual goal-setting, resource allocation, and decision-making for the institution. The Budget Message for 2017-2018 continues the prior year's focus on the Five Big Ideas framework and NWCCU financial guidelines (Eligibility Requirements 18 and 24).

After several years of review and reorganization, people and systems are well aligned with the comprehensive plan, and resources are committed to ensure these people and systems are sustained. Oregon state funding for higher education, particularly community colleges, has waned over the years. Students today shoulder a much higher percentage of the cost of their education than they did ten years ago, and community colleges are constantly seeking efficiencies and cost management strategies. This environment is not well suited to support new initiatives, new programs, or significant one-time expenses such as the pending replacement of the College's Enterprise Resource Planning System (SharkNet.)

OCCC has navigated these waters with success. We have carefully and prudently utilized budget savings, mission-aligned grants, and some program-level support from the OCCC Foundation to identify resources available to address new strategic directions. New initiatives and programs are only introduced if there is a sustainability plan to address continuity after three to five years of start-up funding. The Board and Administration have carefully maintained a 15 percent general fund contingency reserve and have begun to set aside from prior-year surplus fund balances both a Board-restricted reserve fund for strategic initiatives and an operational strategic reserve to address significant one-time expenditures.

### **3.A.5 Emergency Preparedness and Contingency Planning**

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

Oregon Coast Community College's planning includes emergency preparedness and continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations. The College is refining a well-developed emergency plan covering fundamental fire, health and safety issues. Potential emergencies detailed in the plan include power failure, fire, armed intruder, suspicious packages or persons, earthquake and medical emergencies.

Other aspects of the plan include the restoration of essential services, continuity of operations, loss recovery, and public notifications. Certain of these latter aspects currently remain under development as part of OCCC's ongoing emergency preparedness planning effort.

At an institutional level, continuity planning has focused on:

- a) Facilities: ensuring that buildings will be able to operate at lesser levels of disaster, and
- b) Applications and Technology: integrity of data, backups, and shifting of operations (where feasible) to the cloud to provide access for employees and students regardless of location.

At a department level, the College recently adopted a Continuity of Operations template, and departments are completing these on a voluntary basis. We anticipate moving to mandatory completion of this form by all departments in the future.

#### **Facilities**

Basic business continuity features were designed into all OCCC facilities. These include emergency generators and UPS backup systems at the Central Campus building and Aquarium Science building in Newport and the North County Center in Lincoln City. The South County Center in Waldport is equipped with a UPS backup system. The generators and UPS systems are to power emergency lighting and network operations. Important computers are on these backup systems to allow for additional run time and emergency shutdown.

Safety and emergency-related equipment is well stocked, up-to-date, and overseen by the Facilities and Public Safety Manager. AED units and first aid kits are readily available in appropriate locations at each College facility and emergency preparedness containers located at the Central Campus are stocked with emergency response equipment and supplies. With the help of community partners and county-funded grants, these emergency stocks are routinely being expanded and improved.

#### **Applications and Technology**

Backup power systems detailed above provide WiFi and network access for extended periods during power outages at the larger OCCC facilities. Canvas, the College's cloud-based learning platform, is utilized by all courses, whether face-to-face or delivered online. This approach will allow for continued access for students in the event of a facility-based disruption. The College's email system is hosted by Microsoft Office 365 and can be accessed by any mobile device or outside network in the event of a catastrophic power failure affecting one or more college facilities. The College is currently in an RFP process to replace the current server-based ERP (SharkNet) with a cloud-based ERP.

#### *Supporting Documentation*

Emergency Response & Continuity of Operations Plan (Draft) (Appendix 1)

Emergency Response & Continuity of Operations Plan: Nursing (Draft) (Appendix 1)

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CHAPTER FOUR

## Core Theme Planning, Effectiveness, and Improvement

STANDARDS 3.B, 4.A & 4.B

## Chapter Four: Core Theme Planning, Effectiveness, and Improvement

OCCC engages in multiple evaluation and planning processes to ensure institutional effectiveness. Planning processes described in Chapter Three include the accreditation process itself, planning at comprehensive, institutional and operational levels, transition planning for the migration of educational services, and on-going environmental scanning and frequent evaluation of capacity. The College utilizes information gathered through these planning and evaluation processes to make strategic decisions to ensure the sustainability and relevance of the college.

The two Core Themes of the College are Student Success (Core Theme 1) and Educational Pathways (Core Theme 2). The organization of Chapter 4 is intended to provide a holistic and authentic overview of how the college's planning and self-evaluation processes lead to institutional improvement in the programs and services that support Core Theme intent and ultimately lead to Mission fulfillment.

**Section One: Core Theme Planning** describes the evolution of Core Theme Planning at OCCC and the data frames used for analysis.

**Section Two: Effectiveness** gives a high-level overview of Assessment at OCCC, followed by a framework for each Core Theme that aligns the objectives with strategies, initiatives and measured outcomes for each Core Theme. Emphasis is placed on the evaluation of programs and services and on the faculty role in the assessment of student achievement.

**Section Three: Improvement** concludes with a description of how planning and assessment drive the institutional changes that lead to system improvements and enhanced student achievement.

## **Section One: Core Theme Planning**

### **3.B.1 Core Themes Consistent with Comprehensive Plan**

*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. And,*

### **3.B.2 Planning Alignment with Goals and Intended Outcomes**

*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. And,*

### **3.B.3 Planning Informed by Data**

*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.*

Core theme planning at OCCC is aligned with the institution's mission and Five Big Ideas Strategic Framework, which together identify outcomes and shape how the College aligns its resources to serve the post-secondary, workforce, and continuing/community educational needs of our Service Area. The 2015-2023 Five Big Ideas Strategic Framework broadly guides the actions the College takes to achieve mission fulfillment, and the College's two Core Themes are referenced throughout the Strategic Framework, particularly in Strategic Goal #2 – Student Success (which speaks to both individual and cohort student attainment and to the accessibility and efficacy of the educational pathways supported by institution). In this regard, institutional planning supports the accomplishment of the College's Core Themes, and Core Theme planning and assessment support institutional planning.

In 2017, following a review of the Core Themes by the Accreditation Steering Committee (ASC), Instructional Leadership Team (ILT), and College Council (CoCo), the College transitioned from Four Core Themes to Two, following the recognition that Responsiveness (formerly Core Theme 3) and Enrichment of Economic and Civic Vitality (Core Theme 4) were outcomes for Student Success (Core Theme 1) and Educational Pathways (Core Theme 2). The College has established draft sub-objectives for each Core Theme that are appropriate, meaningful, and assessable. ILT has been tasked with finalizing the sub-objectives, indicators and thresholds in this academic year with formal collection of data for Core Theme assessment to begin in 2018-19. The College has regularly and systematically collected and analyzed data related to its Core Themes.

While the period of Candidacy will represent the College's first full cycle of assessment of its Core Themes, the College believes that its historical collection, evaluation, and documentation of data related to its Core Themes offers a meaningful analysis of the college's efforts to self-assess and meet its mission. Or, to say this differently, Student Success and Educational Pathways reflect the heart of the work of the College, and, while they had previously not been called out as Core Themes, the College's past planning and assessment practices illustrate how the College systematically uses the results of assessment to affect institutional improvement in Student Success and Educational Pathways and communicate the results to internal and external constituencies.

The College's means of both gathering and utilizing data are evolving, which has resulted in both

challenges and opportunities. As far back as 2010, OCCC's educational services contracting partner (then Clatsop Community College) switched Enterprise Resource Planning (ERP) systems and joined a consortium of small Oregon colleges in selecting RogueNet (Rogue Community College) as the new Student Information System. In 2014 the College transitioned its educational services contracting partner from Clatsop (RogueNet) to Portland Community College (Banner). While many elements of student data are collected by OCCC and thus resides on RogueNet (the OCCC version of which became SharkNet), some critical components reside with PCC (financial aid data, transcript data for transfer students, etc). By 2016, it was evident that the half-time Institutional Research position at the College was insufficient, and the College entered into a contract for IR support with C.O.R.E., an Institutional Research Enterprise from OCCC's neighboring community college, Linn-Benton.

The creation of systems that would allow for the routine transfer of data from both OCCC and PCC to C.O.R.E. took approximately a year to get in place. OCCC now has the ability to create dashboards for faculty and staff to examine aggregate course and program completion data which will aid in the assessment of the College's two core themes (Student Success and Educational Pathways). Additionally, the College is in the process of selecting a new ERP that will aid in the collection, analysis, and evaluation of data to inform core theme planning. Finally, for the Core Themes of Student Success and Educational Pathways, data will soon become easier to access when the Oregon Chief Education Office implements the Statewide Longitudinal Data System (SLDS) that will allow for the tracking of Oregon students from High School through post-secondary education. This will make future data for some planned indicators more accurate and accessible.

Central to the assessment of the Core Themes of Student Success and Educational Pathways is the successful attainment of a student's educational goal – namely the completion of a credential (certificate/degree) and/or transfer to a 4-year college or university. Degree completion, and to a large extent transfer, are lagging indicators when assessing core theme outcomes, and thus selecting an appropriate data frame becomes an essential element of the planning process. OCCC uses the following data frames when assessing student achievement and/or completion:

Table 4.1

Data Frame	Cohort Definition	Data Range	Current Use
Achieving the Dream (ATD)	Fall, full-time and part-time, new to the institution	2012 - Current	Benchmarking; Disaggregated persistence, and attainment
Integrated Postsecondary Education Data System (IPEDS)	Fall, first-time, full time degree seeking	2012 – Current	Benchmarking
New (Fall 2017): Voluntary Framework of Accountability (VFA)	Credential seeking: Fall entering, first-time in College, earned 12 credits by end of year two.	Fall 2010 (6-yr cohort) Fall 2014 (2-yr cohort)	Benchmarking; Persistence/Attainment
New (Winter 2018): Oregon Coast Community College Custom Cohort (OC5)	Becomes a member of the cohort in the first Fall following earning 6 credits in a term	2013 -Current	Reflection of OCCC student progress and attainment

We incorporate multiple frames to encourage comparability across both regional and national partners as well as to focus on the specific goals and improvements being tracked locally.



## **Section Two: Effectiveness Assessment Overview**

### **4.A.1 Systematic Data Collection**

*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.*

As described in Chapter One, the articulation of acceptable thresholds for core themes is in progress. The self-evaluation process reflected in this report captures the college at a point of transition in how we regard, assess, and report our long-standing dual focus on ensuring that our students are successful and our educational pathways are relevant and effective. Historically the success and accomplishment of OCCC has been assessed and measured by the extent to which we successfully deliver on these two interrelated areas of student success and educational pathways. Our historical goals for both educational pathways and student success have been: a) to show continuous improvement and b) to at least meet and if possible, exceed the outcomes for student success and educational pathways of other similar situated community colleges in Oregon. This is referenced below as the 2013 to present time framework. For this framework, we did not establish specific thresholds of achievement (i.e., how much better) for these internal and external benchmarks. Rather, the college took the approach of continuous improvement.

In the years of 2015-2016, the College moved to formally identify Student Success and Educational Pathways as Core Themes as defined by the NWCCU standards. Inherent in this change is the need to establish clear metrics and thresholds of achievement. This process is underway through our system of governance, a system which itself is in a process of evolution. In this 2018 self-evaluation report, we are attempting to bridge this transition in how we approach assessment of mission fulfillment. Our future reports to NWCCU will provide some type of dashboard or scorecard reporting on core themes metrics and thresholds of achievement. Our current analysis of mission fulfillment uses the 2013 to present time framework of continuous improvement and benchmarking for the core themes, and an achievement progress framework for the Five Big Ideas Strategic Framework.

### **Methods of Assessment**

OCCC has a long history of intentionally evaluating the efficacy of its Student Success initiatives and of its Educational Pathways. The analysis of benchmarked data (i.e., ATD, IPEDS, VFA, CCSSE, SENSE, etc.) and the data gathered from Program Reviews of CTE programs have been the primary vehicle for this work. OCCC's institutional research provider (C.O.R.E. at Linn Benton Community College) regularly provides data to inform Institutional Strategic Doing (Fig. 3.3), particularly in the areas of Student Success and Educational Pathways. As a significant number of OCCC students are part-time and/or arrive at the College with previous credit earned elsewhere, OCCC has also begun to utilize its own data frame (OC5) as a basis for evaluating Student Success and Educational Pathways. The strong and intentional alignment of the Core Themes and the Five Big Ideas Strategic Framework allows some transference between the two frameworks.

The instructional managers for the various CTE programs explore the results of program reviews with faculty and local or national advisory committees to determine the strengths and needs of individual programs. This information is then used to inform assessment practices, resource allocation, planning and priorities for future years.

Assessment processes at OCCC are evolving. With the exceptions of the Nursing, Medical Assisting,

and Aquarium Science, all instructional programs and courses currently offered at OCCC are controlled and transcribed by PCC, with the former's programs being reviewed as a part of the latter's review. All PCC programs engage in a three or four-year program review cycle. OCCC's involvement in the review process is primarily at the SAC level at PCC in which OCCC faculty have only recently begun to participate. Most programs and disciplines at OCCC are not reviewed separately from PCC's.

The results of all the assessments described above (program review, feedback from advisory committees, institutional research) are shared with faculty and administrators responsible for the programs involved, and they help determine the future directions of programs and services.

The transition to independent accreditation necessitates OCCC develop its own college-wide, program, and course outcomes and assessment activities that reflect the region it serves, beginning with the development of an Assessment Plan (see DRAFT Assessment Plan).

#### **4.A.4 Programs Align with Core Themes Objectives**

*The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

Ensuring that programs, services and operations are aligned and integrated to fulfill core theme objectives has been an on-going focus of the college since 2014. The extent of alignment, correlation and integration has been a topic of every annual manager retreat and monitored throughout the year via the weekly Executive Team meetings, the JETs meetings, and the All Managers meetings. New initiatives are typically assigned cross-functional work teams to ensure integration and efficiency. There have also been periodic large-scale assessments of how well the institution is functioning as a whole to support student success.

#### **4.A.5 Holistic Programs and Outcomes Assessments**

*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.*

Ensuring alignment correlation and integration across the many processes that support planning, resources, capacity, practices and assessment has been a focus of the work since 2014 to review processes in place, and to adjust and improve where needed. The self-review process of accreditation has provided the baseline for this work. Self-reviews were completed in 2014, 2015, and now again in 2018.

#### **4.A.6 Regular Reviews of Assessment Processes**

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

OCCC regularly reviews assessment processes to ensure they are relevant, meaningful, and actionable. The Program Review process that has been in place for CTE programs is currently being assessed for appropriateness for transfer and developmental programs. The next spring in-service will include presentations on alternative approaches to program review for non-instructional areas. Considerable discussion preceded the decision to add the ICAT to the assessment measures used by the college. The 11-Year Planning Matrix (Table 3.5) captures the results of reviewing the appropriate cycles for institutional assessments.

## Core Themes: Overview

This section describes the alignment between Strategic Goals, draft objectives and indicators, and examples of Strategic Doing (Fig. 3.3) during the last five years for each Core Theme. Some of the Strategic Goals and activities referenced in this section may apply to both Core Themes but are listed only in the Core Theme that they most directly support. The quantitatively-measured progress toward each of these core themes is documented in Chapter Five.

### Core Theme 1: Student Success

OCCC defines Student Success as student attainment at the individual level and as cohorts.

#### Connecting Student Success with the Strategic Framework

All of the College's Strategic Goals published in the 2015-2023 Five Big Ideas Strategic Framework support, in some fashion, the Core Theme of Student Success. Specific strategic goals directly supporting student access and achievement include:

Strategic Goal 2.1: Increase retention and completion of all students

Strategic Goal 2.6: Equity and inclusion initiatives with those underserved by OCCC, close achievement gaps

These components are reflected in the draft sub-objectives for Core Theme 1.

<b>Draft Sub-Objectives</b>	<b>Draft Indicators of Achievement</b>
1. Students transition successfully into OCCC	% of Lincoln County students coming to OCCC within 3 years of HS graduation
2. Students feel welcome, included and engaged	SENSE measures CCSSE measures AVISO data
3. Students are placed appropriately and spend the minimum time possible in developmental courses	Developmental education enrollments by cohorts and disaggregated
4. Students complete % of degree-applicable credits in first year	Credits by cohorts and disaggregated
5. Transfer students will complete WR 121 and the college-level math requirement for their degree.	Completions by cohorts and disaggregated
6. Students participate in at least one extra-curricular activity in first year	Participation by cohorts and disaggregated
7. Students experience academic success (completion or transfer) within 2 years	2-year completion data in Voluntary Framework of Accountability (VFA)
8. Students successfully complete cultural competency requirement within first 2 years	Completions by cohorts and disaggregated
9. Academic success will be demographically representative of our district.	Disaggregated data
10. Institutional capacity will support student success	Institutional Capacity Assessment Tool (ICAT) Board Assessment (GISS)

Table 4.2

### Summary of Student Success Initiatives

The College has aligned its Student Success Initiatives with the intended outcomes of its programs and services (Table 4.2). Select Student Success Initiatives undertaken within the timeframe of the 11-Year Planning Matrix are:

Implementation Year	Activity
<b>AY 2012-13 and earlier</b>	
	Adopted the ATD framework
	Mandatory Academic Orientation and Mandatory Academic Advising
	Implemented tutoring services for credit and GED/ESOL students
<b>AY 2013-14</b>	Table 4.3
	Accelerated pathway in Developmental Writing
	ATD framework leads to formation of working groups in Persistence, Developmental Writing, and Developmental Math
<b>AY 2014-15</b>	
	College implements no-late registration and Drop for non-payment
	Math Boot Camp
<b>AY 2015-16</b>	
	Implement alternative math pathway (non-STEM)
	Establish Equity and Inclusion Committee
	Emergency loan and grants in aid processes
<b>AY 2016-17</b>	
	Multiple Measures (alternative placement methods for math and writing)
<b>AY 2017-18</b>	
	College implements student engagement and retention system
	College implements mandatory attendance initiative
	Emergency loan information on syllabus template

Table 4.3

In 2012, OCCC joined the Oregon Achieve the Dream (ATD) collaborative and began collecting and analyzing longitudinal cohort data on entering fall term students. ATD coaches met twice a year with the college ATD team to assist in promoting best practices for student completion and achievement. In 2013 the State of Oregon instituted Achievement Compacts for community colleges as a short-lived foray in performance-based funding. In 2017, the state adopted the Voluntary Framework of Accountability (VFA) as a means of measuring how well community colleges are serving students and the College began defining its own cohort (Oregon Coast Community College Custom Cohort, OC5) to better reflect the course taking behavior of the service area. The ultimate measure of Student Success at OCCC is educational goal attainment.

<b>Degree Attainment: Three-Year (150% of time) Completion Rate</b>		
Associates or Certificate within 3 years	<b>OC5 Data %</b>	<b>ATD Data %</b>
	2012-13: 15%	2012-13: 46%
	2013-14: 13%	2013-14: 41%
	2014-15: 29%	2014-15: -
<b>Persistence/Attainment/Transfer Two-Year Cohort Credential-Seeking (2014)</b>		
P = Persistence; Still enrolled A = Attainment: Credential earned at OCCC within 2 years T = Transferred	<b>VFA % (OCCC) 2014</b>	<b>VFA % (Comparator) 2014</b>
	P = 41.1%	P = 47.1%
	A = 32.2%	A = 23.0%
	T = 15.6%	T = 13.1%
	Total PAT = 88.9%	Total PAT = 83.2%

Table 4.4

Multiple data frames allow the College to examine student persistence, attainment, and transfer (PAT) across multiple metrics and time frames. Externally benchmarked data allows the College to compare its performance against other like institutions.

<b>Persistence/Attainment/Transfer Six-Year Cohort Credential-Seeking (2010)</b>		
P = Persistence; Still enrolled A = Attainment: Credential earned at OCCC within 6 years T = Transferred	<b>VFA % PAT (OCCC)</b>	<b>VFA % PAT (Comparator Colleges)</b>
	P = 0.9%	P = 3.4%
	A = 33.3%	A = 27.6%
	T = 40.3%	T = 33.7%
	Total PAT = 74.5%	Total PAT = 64.7%

Table 4.5

OCCC exceeds the Persistence/Attainment/Transfer Rate of comparator colleges.

OCCC's adoption of the Achieving the Dream framework in 2012 led to the College instituting mandatory academic orientations and mandatory academic advising for all students at the institution as a means of increasing student completion and/or transfer. Recognizing that students persist when they feel welcomed, included and engaged, the College gathers information regarding the student's experience utilizing the Survey of Entering Student Engagement (SENSE, for new students) and the Community College Survey of Student Engagement (CCSSE, for all students).

Additionally, the College now tracks student attendance at the individual level as a measure for engagement in the learning process and as a leading indicator for persistence and completion. Future initiatives surrounding co-curricular activities are also aimed at increasing student engagement (and applied learning).

The accelerated pathways in developmental writing, alternative pathways for non-STEM transfer students, and multiple measures of placement into math and writing are all examples of initiatives aimed at increasing student achievement. Completion of college-level writing and mathematics (for transfer students) is measured by improvements over initial baseline data (OC5, ATD).

Completion of College-Level Math and Writing		
Completed College Level Writing in First Year	OC5 Data %	ATD Data %
	2012-13: 37%	2012-13: 46%
	2013-14: 42%	2013-14: 41%
	2014-15: 50%	2014-15: 41%
	2015-16: 28%	2015-16: 44%
	2016-17: 45%	2016-17: 47%
Completed College Level Math in First Year	OC5 Data %	ATD Data %
	2012-13: 9%	2012-13: 19%
	2013-14: 10%	2013-14: 15%
	2014-15: 12%	2014-15: 19%
	2015-16: 9%	2015-16: 7%
	2016-17: 23%	2016-17: 11%

Table 4.6

The college is working to close key achievement gaps both within its student population and attainment gaps within the service district by disaggregating its data. The creation of the Equity and Inclusion Committee to develop and maintain a focused Equity Lens for all institutional practices and combined with the building of capacity in Institutional Research by contracting with C.O.R.E. will focus these efforts. As referenced in 3B, the college uses multiple data frames to measure persistence and completion for purposes of both benchmarking and tailoring our assessment lens to our local community.

Finally, the College's adoption of the ATD Institutional Capacity Assessment Tool (ICAT) is intended to increase the College's capacity for creating a student-focused culture to support student success. First delivered to all College employees in Spring 2017, the ICAT, which measures stakeholder perceptions regarding institutional capacity for changing systems to drive student success, generated baseline data for the seven capacity areas which the College will reassess biennially. Additionally, the ICAT results and ensuing dialogue with internal stakeholders caused the College to focus effort on seven initiatives that will build the internal capacity of the college to support student success for all students (2017-2019 Draft New Initiatives Cross-Walked with ICAT Capacity Areas). Parallel to the ICAT, the Governance Institute for Student Success (GISS) Board Self-Assessment, biennially delivered since 2014 has allowed the OCCC Board of Education to take stock of: the institutional readiness for student success, the board's own contributions to this effort, and identify areas for improvement.

ICAT Results Summary (2017)						
1 = Minimal level of capacity in place with a clear need to build strength 2= Moderate Level of capacity established 3 = Strong level of capacity in place 4 = Exemplary level of capacity in place						
Leadership & Vision	Data & Technology	Equity	Teaching & Learning	Engagement & Communication	Strategy & Planning	Policies & Practices
3.2	2.4	2.6	2.8	2.8	2.8	3.1

Table 4.7

## Core Theme 2: Educational Pathways

OCCC defines Educational Pathways as the efficacy of the academic programs and educational options offered by the College and impact of those pathways on the community and region. Educational Pathways are delineated into two Pathways: Career and Technical Pathways and Transfer Pathways.

CTE Pathways at OCCC provide certificate and associate of applied science degrees that help students develop their career and academic potential. Transfer Pathways at OCCC provide the first two years of an undergraduate education up to an associate of art (AAOT) or associate of science degree (ASOT Business) and prepares students pursuing a baccalaureate degree for transfer to a 4-year college or university.

### Connecting Student Success with the Strategic Framework

Strategic goals from the Five Big Ideas Strategic Framework that specifically align with Educational Pathways are:

Strategic Goal 2.2: Increase utilization rate of all three sites (North, Central, South)

Strategic Goal 2.3: Add high demand and cost-effective career technical education (CTE) programs of study tied to local employment and/or unique local resources.

Strategic Goal 2.4: Increase the breadth of AAOT offerings at Newport and Lincoln City, with transfer tracks such as Business and STEM (connect with OSU MSI)

Strategic Goal 2.5: Robust programming with LCSD to accelerate early college and increase the number of HS grads who choose OCCC.

Strategic Goal 2.7: Increase partnerships with baccalaureate degree-granting institutions to bring additional higher education opportunities to Lincoln County

These components are reflected in the Draft sub-objectives for Core Theme 2.

<b>Draft Sub-Objectives</b>	<b>Draft Indicators of Achievement</b>
1. Success rates in pathway gateway courses are at 80% or better	Course completion data for key courses
2. Graduates will meet industry standards by demonstrated mastery of technical skills and program learning outcomes	In program assessment of technical skills and program learning outcomes.
3. Graduates of CTE programs will be employed in their field of study	Employment data, department of labor
4. Graduates of transfer programs will be enrolled in 4-year institutions	Transfer rates
5. Educational pathways will lead to living wage jobs or stackable credentials to living wage jobs.	Program review metrics
6. Pathways and programs will respond to the changing needs of industry and regional employers	Application of the CTE rubric to new and existing programs
7. CTE graduates will have higher salaries than non-graduates, and the region will see a strong ROI	Employment data, department of labor EMSI data SBDC data points
8. High school students will have access to	Dual credit counts, #s of courses and

Table 4.8



pathway entry courses (CTE and transfer) while still in high school.	enrollments year over year.
9. Pathways will be rigorous and engaging.	Program review. Student surveys. CCSSE. Licensure/Certification exam pass rates. College learning outcomes assessment results.
10. Teaching pedagogy will keep up with best practices	CCSSE, Student Surveys
11. Pathways will be clearly mapped for students, from high school, through the college, to employment or transfer.	Program maps are well designed, current, accessible, and understandable.
12. Cultural competency of employees	Campus climate survey

Table 4.8

### Summary of Educational Pathways Initiatives

The College has aligned its Educational Pathways Initiatives with the intended outcomes of its programs and services (Table 4.8). Specific Educational Pathways initiatives undertaken within the timeframe of the 11-Year Planning Matrix are:

Table 4.9

Implementation Year	Activity
<b>AY 2012-13 and earlier</b>	
	Program Review for Nursing, CNA, and Aquarium Science
	Nursing Graduate Follow-up Survey
	Medical Assisting Program (2011)
<b>AY 2013-14</b>	
	Math Maniacs Formed
<b>AY 2014-15</b>	
	Transfer Advisory Board Formed
	Expanded Options students placed based on counselor recommendations
	AQS Graduate Follow-up Survey
	Medical Assisting Program Certified by NCCT
	<i>Juntos</i> starts at OCCC
<b>AY 2015-16</b>	
	Growth Mindset
	Implement Career and Transfer Readiness Center
	Dual Enrollment
	New CTE Selection Rubric (Developed)
	Navigate Program Launches
<b>AY 2016-17</b>	
	Business program launched
	Assessment Task Force Formed
<b>AY 2017-18</b>	
	Library expands course reserves to include the North Center (NC) in Lincoln City; begins offering librarian service at NC.
	Part-time Faculty Orientation
	Oregon Coast Community College Custom Cohort (OC5) Developed
	Assessment Driven Change Documents

	Begin exploration of Comprehensive Institutional Learning Outcomes (CILOs)
	Rural Teacher Education Pathway Grant Awarded
	Early Childhood Education Program (in development)
	Monthly Leadership Meeting with LCSD
	Dual Credit Plan with LCSD
	Professional Development Plan (in development)

Table 4.9

**CTE programs** at OCCC have a long history of Program Review. Nursing, Medical Assisting, and Aquarium Science consistently collect and analyze data relevant to technical skills assessments, employment in the field, wages, and the relevancy and rigor of curriculum that is used to evaluate the efficacy of the pathway and will be used to evaluate the accomplishment of core theme objectives during the period of candidacy.

One metric utilized by the college to examine the quality of its educational pathways is to assess the institutional practices that contribute to perceptions of rigor and the student behaviors that correlate with student engagement. For this purpose, OCCC periodically (2012, 2014, 2019) administers the Community College Survey of Student Engagement (CCSSE). The 2016 CCSSE cohort is composed of member colleges that participated in the assessment in 2014, 2015, and 2016).

CCSSE	OCCC	Small Colleges		2016 Cohort	
Benchmark	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	55.9	51.5	4.3 ▲	50.0	5.9 ▲
Student Effort	55.0	51.0	4.0 ▲	50.0	5.0 ▲
Academic Challenge	55.0	50.3	4.7 ▲	50.0	5.0 ▲
Student Faculty Interaction	56.7	52.7	4.0 ▲	50.0	6.7 ▲
Support for Learners	53.4	52.0	1.4 ▲	50.0	3.4 ▲

Table 4.10

Other metrics tracked by the College as part of the program review process include Employment in the Field of Study and performance on Technical Skills Assessments/Certification Exams. The percentage of graduates employed in the field is assessed via program graduate follow-up surveys and measured against internal benchmarks (84%). Performance on National Certification Exams is benchmarked against comparator schools. The goal of all measurements is continuous improvement.

### Aquarium Science

AAS & 1-Year Certificates Aquarium Science		
Cohort Year	% of Respondents	% of Respondents employed in the field or enrolled in advanced degree program within 6 months of Graduation
2013-14	82%	100% ▲
2014-15	86%	89% ▲
2015-16	85%	100% ▲

Table 4.11

## Medical Assisting

LTOY Certificate Medical Assisting			
Cohort Year	% of Respondents to employment survey	% Employment Data within 6 months of Graduation	National Certification (First Attempt)
2012-13	100%	84% ▲	Not Available
2013-14	100%	75% ▼	Not Available
2014-15	100%	89% ▲	100%
2015-16	100%	90% ▲	100%
2016-17	100%	100% ▲	86%
2017-18	Pending	Pending	Pending

Table 4.12

## Nursing

AAS Nursing				
Cohort Year	% of Respondents to employment survey	% Employed within 6 months of Graduation	OCCC NCLEX Pass Rates (First Attempt)	Similar Programs NCLEX Pass Rates (First Attempt)
2011-12	100%	94% ▲	88% ▲	80%
2012-13	100%	94% ▲	94% ▲	80%
2013-14	100%	88% ▲	94% ▲	84%
2014-15	100%	89% ▲	95% ▲	84%
2015-16	100%	85% ▲	93% ▲	85%

Table 4.13

Over the last five years, OCCC has consistently exceeded the internal year over year benchmark for the percentage of CTE graduates employed in the field. Similarly, OCCC Nursing students consistently out-performed their peers in similar programs at other institutions nationally on the technical skills assessment (NCLEX) for the Nursing Program.

Over the last 15 years, OCCC has dramatically increased its capacity to support educational pathways, moving from 26 total awards in 2002 to 125 total awards in 2017 (a 380% increase). The increase in total awards correlates with added programming in CTE Pathways.

In 2015, the Board and President developed a CTE rubric to assist administration in the recommendation for new programs at the college. The rubric identifies multiple elements in the selection of CTE programs, including: community need, projected enrollment, wages, community partnerships and financial funding.

Data concerning local employment demand and wage data are obtained through Burning-Glass Technologies, Economic Modeling Specialists Intl. (EMSI), and from the Oregon Employment Department (qualityinfo.org). The Oregon Office of Community College and Workforce Development currently provides funding for community colleges to access Burning-Glass to plan new programs and to adapt to changes in the labor market in real time. Additionally, the College utilizes the MIT Living Wage Calculator to adjust wages for high-cost communities like Lincoln County.

Many initiatives have focused on expanding access to higher education in Lincoln County. The 2014 OCCC Enrollment Management Draft Plan called for optimizing the OCCC Course Schedule, while the 2015-2023 Five Big Ideas Strategic Framework called for increasing the breadth of AAOT offerings at Newport and Lincoln City, with transfer tracks such as Business and STEM (connect with OSU MSI).

After reviewing completion rates in transfer gateway courses, in 2016 the college reallocated a full-time faculty position (retirement) from Psychology to Mathematics to lend stability to the instructor pool in a discipline critical to completion of the Transfer Pathway. Similarly, a 2017 review of the course schedule resulted in additional day and night sections of gateway writing and mathematics being offered in Newport and Lincoln City. As a result, the college has also added tutoring hours in mathematics at Lincoln City to support pathway completion. Additionally, using the CTE Rubric, the College added a new Business Program and located many of the Program courses at the North Center in Lincoln City, within easy walking distance of the high school.

Lincoln County School District (LCSD) serves the entirety of Lincoln County and serves as a critical partner in the education pipeline of our service area. OCCC and LCSD have a long history of collaborative efforts aimed at ensuring that the youth in Lincoln County have the access and supports to pursue higher education.

Persistence and transition points between secondary and post-secondary education has been a major focus of this partnership. The Navigate Program is a collaborative effort to coordinate a myriad of high school to college programs from across the County into a single access point to ensure all students (particularly first-generation students) and their families are receiving information and assistance to attend college. Additionally, The College has partnered with LCSD and OSU to host Juntos events in Spanish, creating a welcoming environment for Latina/o/x students and their parents to provide families with knowledge, skills, and resources to prevent youth from dropping out of high school, and to encourage families to work together to gain access to college.

Recently, the College and the District have established monthly meetings between leadership to share information, leverage opportunities, and build capacity to speak with a common voice about Lincoln County education at regional meetings. The two entities are also collaborating to ensure high school students have access to credit CTE and Transfer courses while still in high school through programs like Dual Credit and Early College.

The college has also partnered with LCSD, Tillamook Bay Community College (TBCC), and Western Oregon University (WOU) to create opportunities for students to begin a transfer pathway while in high school that culminates in a B.S. in Education from WOU (Rural Teacher Education Pathway).

. . .

In addition to measuring the effectiveness of Educational Pathways through the metrics described above, OCCC also measures effectiveness through the evaluation of its programs and services and the faculty assessment of student achievement.

## **Evaluation of Programs and Services**

### **4.A.2 Systematic Program Evaluation**

*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.*

### **4.A.3 Documentation of Student Achievement**

*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.*

## **System of Evaluation of Programs and Services**

College programs and services are organized as outlined in the Chart of Responsibilities. Each executive level supervisor is responsible for establishing goals or intended outcomes for programs and services within their assigned areas of responsibility, and for the evaluation of achievement of those goals and outcomes. While there is not yet a formal system and schedule for the review of non-instructional programs and services, the years since 2014 have seen numerous evaluations of programs and services based on NWCCU requirements and services as part of the accreditation self-evaluation processes completed in 2014, 2015, and now in 2018. Another form of evaluation occurs if a program or service emerges as needing evaluation and an improvement plan, particularly when there is broad system impact. For example, in 2014 a gap analysis evaluation process made it evident that human resources and information technology services were inadequate and were having significant and negative system impacts. Programs that are grant supported (in whole or in part) are systematically evaluated based upon the criteria established by the granting agency. There are also cycles of evaluation from external compliance agencies, for example Office of Civil Rights review which occurs every 7-9 years in Oregon. OCCC also administered the ATD Institutional Capacity Assessment Tool for the first time in 2017. This self-assessment completed by college employees is a tool to understand employee perceptions of our capacity in critical capacity areas that support student success. It is currently our intention to complete the ICAT every two years.

In 2017, some instructional and non-instructional programs began documenting assessment driven changes to achieve program goals or intended outcomes as a precursor to formalized program review (see Assessment Driven Change Evidence). By 2020 all programs will have completed a formal program review, and be on a regular cycle of review. Review cycles (how often) are to be determined, and instructional programs and non-instructional programs may be on different cycles. Program review by instructional programs and discipline groups will also tie to the 3-5 year assessment of Comprehensive Institutional Learning Outcomes (CILOs; see Assessment Plan).

## **System of Evaluation Educational Programs and Faculty Role**

All educational programs offered at OCCC have clearly identified learning outcomes at the course and program levels. The system of evaluation of educational programs and service, and the extent to which learning outcomes are achieved varies by the type of program. There are two different categories of educational programs and curriculum offered at OCCC: shared and unique to OCCC. Shared curriculum is developed and evaluated by PCC and encompasses the following discipline areas offered at OCCC: general education, developmental education (excluding noncredit GED and ESL), and some career technical curriculum (currently Business, Criminal Justice, and Emergency Medical Technician, with Early Childhood Education pending approval). Curriculum unique to OCCC is Nursing,

Medical Assisting, Certified Nursing Assistant, and Aquarium Science.

For shared curriculum PCC is the primary vehicle for faculty involvement and their primary structure for involvement is the Subject Area Committees (SAC). These committees are responsible for the review and evaluation of educational programs and curriculum through a structured program review process. The Educational Services Agreement provides for the participation of OCCC faculty in the PCC SACs. Until OCCC is independently accredited, the input of OCCC faculty into these shared curriculum matters will be through the SACs. OCCC is developing a parallel system of program review and evaluation in preparation of eventual independence.

For curriculum unique to OCCC, our own faculty work in partnership with administration to evaluate and assess educational programs including the achievement of program goals and intended outcomes using the evaluation models designed by the program level accrediting agency, and in the case of Aquarium Science, the National Visiting Committee. CTE faculty regularly review, assess, and revise program outcomes for OCCC's unique career and technical education programs and play a significant role in developing the measures for evaluation of those educational programs and services. Measures include skill assessment, student evaluations, student progression, student completions, employer evaluations, NCLEX reports and licensure rates when applicable, and graduate surveys. Evaluations are presented to licensing organizations or Local/National Advisory Committees for review and comment. The evaluation results are used in planning program revisions.

<b>Educational Program</b>	<b>Program Accreditation Agency</b>	<b>Cycle of Evaluation</b>
Nursing	Oregon State Board of Nursing	8 years
Certified Nursing Assistant	Oregon State Board of Nursing	2 years
Medial Assistant	National Center for Competency Testing	3 years
Emergency Medical Technician	Oregon CCWD & HECC	5 years
Aquarium Science	National Visiting Committee	Annual

Table 4.14

OCCC also collects data specific to awarded grants. As a recipient of a Perkins grant, the college's CTE programs collect and analyze data on technical skill attainment, academic skill attainment, certificate and degree completion rates, student retention, transfer, and placement rates, and nontraditional enrollment and completion by gender in gender dominated fields. These data are used by faculty and staff to plan program curriculum, scheduling, or staffing changes and also to seek additional resources for the programs. While formal Program Review via reports to licensing organizations or National Advisory Committees is typical for CTE programs, Program Review for transfer disciplines has, until recently, solely been a function of the Subject Area Committees via the Educational Services Agreement with PCC.

### **Assessment of Student Achievement and Faculty Role**

OCCC documents student achievement through a variety of mechanisms which taken together provide a system of assessment of student achievement. Faculty with teaching responsibilities evaluate student achievement of clearly identified learning outcomes. The outcomes are defined at the course, program and degree levels. As is identified throughout this report, elements of the system of assessment of student learning at OCCC currently rely upon systems and faculty at PCC, as is required under our Educational Services Agreement. For those parts of the system, OCCC is in a process of developing capacity and parallel systems to be ready for full independence.

In addition to faculty assessment of student learning at the course-level, faculty are also involved in the assessment of learning at the program and degree-levels. Select CTE programs annually survey

students and/or graduates of its CTE programs. Surveys gather data reflecting student perceptions of the adequacy of their preparation for the employment field, the length of time after graduation until employment was achieved, wages, benefits, full vs. part-time employment, value of each class in the curriculum in terms of preparation for the workplace, and suggestions for program improvement.

CTE programs collect data on their indicators of achievement as part of the Program Review process. OCCC gathers and assesses cohort data on student retention, completion of certificates and degree, industry certificates and licenses, and employment, employment wage data, and employment retention on all its CTE students. This data is used by faculty and staff to plan program interventions and improvements, particularly in the areas of employer engagement and cooperative work experiences for students.

The formation of the Assessment Task Force (ATF) Spring 2017 was a critical first step to establishing a formalized process for the assessment of student learning at OCCC. The team, consisting of a coalition of the willing and available, was charged with increasing conversations about assessment and formalizing the College assessment process.

A key function of the ATF is to build capacity within OCCC faculty to assume the full, independent responsibility of assessment during the period of Candidacy. For programs developed at OCCC (Nursing, Medical Assisting, and Aquarium Science), program faculty developed Program Learning Outcome (PLOs) and Course Learning Outcomes (CLOs). For all other programs and disciplines at the College, OCCC adopted the PCC curriculum. As such, OCCC faculty had not adopted as a system of practice the mapping of outcomes across courses within a program. Also, as per the Educational Services Agreement with PCC, updates to shared course and program learning outcomes take place via the PCC curricular processes. Building capacity within the OCCC faculty to revise and assess CLOs and PLOs will be an important activity during candidacy.



### **Section Three: Improvement**

#### **4.B.1 Basis and Use of Assessment Results**

*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.*

As noted in Standard 3B, the College has recently established its Core Themes and is finalizing the sub-objectives and achievement indicators for each Core Theme. However, the assessment of Student Success and Educational Pathways (as the core elements of the work of the College) has long been a fundamental process at the college and has informed planning, decision making and the allocation of human and financial resources. Similarly, in most cases it has been the informal assessment of programs and services that has driven institutional change. In 2017, the College began to document assessment driven change as a precursor to the formal review of instructional and non-instructional programs. As the College moves into the period of candidacy, formalized assessment processes will more clearly link planning, decision making and resource allocation, though strong alignment already exists. College-level data are shared at least annually at the All College In-Service and is posted on the College website. Strategic planning and accreditation activities are shared with external stakeholders via the College's website as appropriate.

#### **4.B.2 Use and Sharing of Assessment Results**

*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.*

As noted in Standards 4.A.2 and 4.A.3, the College is in the process of developing and implementing a formalized process for the assessment of student learning and support services. Informally, the College collects qualitative and quantitative data that drive planning and initiatives/changes that lead to enhanced student achievement. As the College is not yet independent, its ability to affect changes in shared curriculum is limited. However, during the period of Candidacy, the College will establish Comprehensive Institutional Learning Outcomes (CILOs) that will be assessed on a regular cycle and mapped to the yearly assessment of Course and Program Learning Outcomes. Likewise, a regular cycle of the formalized review of non-instructional programs will be implemented. Currently, program and discipline group assessments are available internally on shared drives, and benchmarked assessments (e.g. VFA, IPEDS, etc.) are posted on the College website. Additionally, CTE program reviews are shared externally with Local Advisory Committees, and assessment results are presented to multiple internal constituencies (e.g., Math Maniacs, Assessment Task Force, College Council, etc). Assessment results are utilized by departments to inform course scheduling and advising, by the Executive Team to inform Institutional practices that support student success and enhance the quality of educational pathways. The Board of Trustees uses assessment results to prioritize funding from the President's Strategic Initiatives Fund to support initiatives leading to student learning achievements and mission fulfillment such as funding for Student Outreach (Navigate), Professional Development, and Instructional Technology.

*Supporting Documentation*

Assessment Plan – Draft (Appendix 2)

2017-2019 Draft New Initiatives Cross-Walked with ICAT Capacity Areas (Appendix 4)

Nursing Program Review 2014

Nursing Program Review 2016

Rural Teacher Education Pathway Evidence (Appendix 3)

Assessment-Driven Change (Appendix 4)

2014 Gap Analysis Matrix (Appendix 4)

[MIT Living Wage Calculator](#)





CHAPTER FIVE

## **Mission Fulfillment, Adaptation, and Sustainability**

STANDARD 5

## Chapter Five:

# Mission Fulfillment, Adaptation, and 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.*

### Standard 5.A: Mission Fulfillment

#### 5.A.1 Evidence-Based Assessments Process

*The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments. And,*

#### 5.A.2 Communication of Assessment Results

*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.*

OCCC engages in regular and wide-ranging assessment of its mission fulfillment. The rigorous process of self-evaluation inherent in our progress towards independent NWCCU accreditation has provided the structure and opportunity for regular, systematic, participatory, self-reflective, and evidence-based assessment of our accomplishments. OCCC completed self-evaluations based on NWCCU requirements and standards in 2014, 2015 and now again in 2018. OCCC became an Achieving the Dream college in 2012 and, every year since, has used the five ATD measures to understand our successes and weaknesses, and to design and deliver initiatives to improve student success. In 2017, the college completed a self-assessment using the ATD Institutional Capacity Assessment Tool. We have increased capacity for access to meaningful institutional research by contracting with a larger community college to provide customized analysis and reporting for OCCC. Along with the other community colleges in Oregon, we joined the Voluntary Framework for Accountability. OCCC uses all of these assessment results, along with those described in Chapter Four, to make determinations of quality, effectiveness, and mission fulfillment.

As identified in Chapter One, the college now defines mission fulfillment within two aligned frameworks which identify outcomes and shape how the college uses its resources to meet the post-secondary educational needs of the community. These frameworks are the Core Themes and the Five Big Ideas Strategic Framework. The Student Success core theme focuses on student attainment – individually and as cohorts. The Educational Pathways theme focuses on the efficacy of pathways provided by the college, and the impacts of those pathways upon the community and region. The Five Big Ideas Strategic Framework broadly guides the actions that support mission fulfillment.

The current self-evaluation process reflected in this report captures the college at a point of transition in how we regard, assess, and report our long-standing dual focus on ensuring that our students are successful and our educational pathways are relevant and effective. Over the years, the success and accomplishment of OCCC has been assessed and measured by the extent to which we successfully

deliver on these two interrelated areas of our work. Our goals for educational pathways and student success have been: a) to show continuous improvement and b) to at least meet and if possible, exceed the outcomes for student success and educational pathways of other similar situated community colleges in Oregon.

In the years of 2015-2016, the College moved to formally identified Student Success and Educational Pathways as Core Themes as defined by the NWCCU standards. Inherent in this change is the need to establish clear metrics and thresholds of achievement. This process is underway through our system of governance, a system which itself is in a process of evolution. In this 2018 self-evaluation report, we are attempting to bridge this transition in how we approach assessment of mission fulfillment. Our future reports to NWCCU will provide some type of dashboard or scorecard reporting on core themes metrics and thresholds of achievement. Our current analysis of mission fulfillment uses the old framework of continuous improvement and benchmarking for the core themes, and an achievement progress framework for the Five Big Ideas Strategic Framework.

## Analysis of Mission Fulfillment

### Strategic Plan Achievement: Five Big Ideas Strategic Framework

Table 5.1

Goal	Acceptable Threshold	Status 2018
The College will pursue NWCCU Independent Accreditation	Achieve Applicant status by 2016, Achieve Candidate status by 2019, Achieve Independent NWCCU Accreditation by 2022.	<b>Threshold met.</b> Achieved Applicant Status in January 2016. Filed for Candidacy Evaluation in Spring 2018.
The College will double enrollment (over time) to meet needs for education, raise educational attainment and grow a college-going culture and narrow achievement gaps in Lincoln County.	Enrollment growth at OCCC will be at least 5% greater than composite growth rate of comparator colleges of TBCC, Clatsop, SWOCC, BMCC, KCC.	<b>Threshold met.</b> OCCC experienced 10.34% growth from Fall 2014 to Fall 2017. The composite growth rate for the comparator colleges in the same time period was .31%

Fall Term							
FTE	BMCC	Clatsop	Klamath	SWOCC	TBCC	OCCC	
2014	572	310	451	835	139	145	
2015	620	312	539	855	106	161	
2016	551	303	408	785	134	148	
2017	582	335	472	763	133	160	
Change 2014 to 2017	10	25	21	-72	-6	15	
% change	1.75%	8.06%	4.66%	-8.62%	-4.32%	10.34%	
Comparator Average						0.31%	
Source for data: <a href="http://www.oregon.gov/highered/research/Pages/student-data-cc.aspx">http://www.oregon.gov/highered/research/Pages/student-data-cc.aspx</a>							



Goal	Acceptable Threshold	Status 2018
The College will create a work environment and culture that manifests our values, allows people to excel at what they do best, and keeps them with us for reasons in addition to compensation.	Baseline to be determined via employee climate survey first administered in AY 18-19 (every third year thereafter). Thresholds for improvement will be set after first administration.	<b>Not measured as of 2018.</b> While many initiatives are underway to address this goal, the quantitative assessment process has not yet begun.
The College will develop comprehensive and sustained planning processes connecting planning with budget and resource allocation to reach strategic and operational goals.	Demonstrate year- over-year improvement in development and implementation of strategic and operational plans for all college functional areas; budget development and resource allocation will be clearly linked with planning.	<b>Threshold met.</b> Evidence in Chapter Three of the 2018 Self-Evaluation Report.
The College will develop the organizational structures and fiscal resources to allow us to fulfill our mission. OCCC will respond creatively and positively to the significant changes that will occur over the eight-year strategic plan period.	Organizational structures and fiscal resources will meet NWCCU standards and “best practices” of comparator colleges.	<b>Threshold met.</b> The extent to which organizational structures support mission has been thoroughly assessed through the self-evaluation process using the NWCCU requirements and standards. The college awaits the validation of this assessment from the NWCCU peer evaluation team. Financial resources, while lean, are deployed effectively. OCCC financial reserves of 15% exceed those of many Oregon Community Colleges.

Table 5.1

### Core Theme Scorecard for Assessing Mission Fulfillment

Core Themes	Acceptable Threshold	Status 2018	
Student Success:	Student Persistence (P), Achievement (A), and Transfer (T) rates in two-year, three-year, and six-year outcomes will exceed internal year over year and external benchmarks  Completion of College Level Math and Writing	VFA (2-year Outcomes): Exceeds Benchmark Colleges ▲	
		VFA (6-Year Outcomes): Exceeds Benchmark Colleges ▲	
		OC5 (3-year Attainment Outcomes): Net Increase ▲	
		ATD (3-year Attainment Outcomes): Not reported —	
		ATD (Completion in First Year of College Level Writing) Net Increase ▲	
		OC5 (Completion in First Year of College Level Math) Net Increase ▲	
		ATD (Completion in First Year of College Level Writing) Net Increase ▲	
		ATD (Completion in First Year of College Level Math) Net Decrease ▼	
		MET	
Educational Pathways:	Employment rates within the field of study for CTE graduates will exceed internal year over year benchmarks  Technical Skills Assessment will exceed external benchmarks  Increased capacity in total awards  Student engagement will exceed external benchmarks	Aquarium Science: 96% Medical Assisting: 88% Nursing: 87% ▲ ▲ ▲	
		Nursing (NCLEX): Exceeds in all years ▲	
		Total Awards: 380% increase over 15 years ▲	
		CCSSE (2016 Benchmark): Exceeds Benchmark College ▲	
		MET	

Table 5.2

While acknowledging the challenges of objectively assessing mission fulfillment when the College is newly defining thresholds for some aspects of mission fulfillment, we assert that OCCC currently fulfills its mission fully in some areas and is making acceptable progress across all core themes and the Strategic Framework. OCCC is doing particularly well, and is able to provide evidence of achievement in the core theme of Student Success, and on four out of five of the strategic plan goals. Gaps exist in the ability to assess the educational pathways core theme. We have strong evidence of positive



outcomes for our long-standing CTE pathway of Nursing. We also know the rate of transfer of our students and are pleased that it exceeds comparator colleges. However, our data does not tell us about the level of success experienced after transfer. We have also not as yet deeply engaged in the analysis of disaggregated data to better understand whether we have differential success outcomes. The finalization of the metrics and thresholds for the core themes in 2018 will move us forward significantly in our ability to consider these as yet unanswered questions.

OCCC communicates about mission fulfillment in a number of ways. The Institutional Effectiveness webpage publicizes planning, data and assessment, and accreditation status. Our data is available on an OCCC specific page on the VFA website. Outcomes and assessment data are routinely shared with OCCC managers, faculty and staff, program advisory boards, the OCCC Foundation Board, and the OCCC Board of Education. In addition, there are numerous communications with the citizens of Lincoln County including presentations at various chambers of commerce, service clubs, and other business and social-service organizations throughout the county. The college also sends press releases to local media and posts accomplishments on its website and on its Facebook page. At the annual public budget committee hearings, the OCCC President summarizes the college's recent accomplishments, future challenges, and allocation of resources to achieve mission fulfillment.

*Supporting Documentation*

[Institutional Effectiveness webpage](#)

[OCCC Public Page Voluntary Framework for Accountability](#)

## Standard 5.B Adaptation & Sustainability

### 5.B.1 Evaluation of Capacity

*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.*

In the 30 years since its founding, OCCC has made a profound difference in the lives of individuals, families, and communities. As the only “bricks and mortar” entry point to post-secondary education in our service area, we must meet a host of needs ranging from GED, English language acquisition, career education, transfer to baccalaureate, and support of small businesses. The college must meet these needs without robust financial support from the state, and without putting the cost of education out of the reach of those who need it the most. OCCC is further challenged by its current size and lack of efficiencies inherent in economies of scale.

All these conditions make it imperative that OCCC ensure that its operations are extremely efficient from a cost perspective and at the same time of high quality and capacity sufficient for mission fulfillment. This begins with ongoing evaluation. Evaluation of capacity, and using the results of that evaluation to plan and implement change, has been a central theme for OCCC since 2014. The first annual retreat the President held with college leadership in 2014 was fully dedicated to the analysis of capacity and the identification of gaps. That process is documented in the 2014 Gap Analysis Matrix. As an example of resulting change, this process identified information technology as an area of inefficiency and poor design causing difficulties across all areas of operations and impacting student success. An IT consultant was retained to interview end users, assess our current structures and capacity, and make recommendations. This report became our Information Technology Plan and all recommendations are either completed or in progress. The positive impacts have been felt throughout the college.

Throughout its history, the College has demonstrated sound fiscal practices that enable it to focus on the needs of its constituents and students. Strong leadership by the Board of Education and College administration were especially apparent during the last recession and the College has thus far weathered that and the recovery relatively well. Beginning in 2012-2013, OCCC reached and has maintained a 15 percent general fund balance reserve. In addition, the current and prior two years’ budget have had a strategic reserve which has funded accreditation-related work and operational improvements referenced elsewhere.

Since a fall in enrollment in 2014, the College's strategic plan has clearly outlined new approaches to increase enrollment and operational adjustments have been made to help maintain the 15 percent reserve going forward, despite the temporary decrease in enrollment. Since 2014 OCC has experienced 10% cumulative growth in enrollment while many of the other Oregon community colleges have continued to experience declines.

The Board and administration of Oregon Coast Community College have long demonstrated a prudent, reasoned, and conservative approach to the commitment and investment of college resources. New programs are carefully contemplated prior to investment. While remaining responsive to the community, the College has ensured that any new endeavors have sufficient scale and funding to be sustainable into the future. Once programs and endeavors are established, they are subject to periodic reviews to ensure they remain viable.

OCCC pursues grant opportunities to support program growth and expansion as well as to fund one-time needs. Each grant opportunity is evaluated to ensure alignment with existing goals and priorities. The College recognizes the temporary nature of grant funds and will not approve a grant application to fund the startup of a new program without a realistic plan for sustainability. For example, OCCC recently received a grant from Meyer Memorial Trust to support the creation of a local teacher education pathway, a program that will meet an identified need in the community and aligns with the College mission. Because Oregon uses a rolling three-year average to determine enrollment-based funding, it will take approximately three years for this new program to become self-sustaining through tuition and State funding. To bridge the gap, the College has partnered with Lincoln County School District for a portion of the funding and will leverage this, combined with the Meyer Memorial Trust grant, to request funding from other granting agencies, many of whom award grants for projects that already have significant funding already secured. The sustainability plan had to be in place for the College to approve pursuing this grant opportunity.

Looking to the future and the impacts of expanded enrollment on facilities, the college is in the early phase of planning for the next building. The Workforce Education and Resiliency Center will be located at the Newport campus and will house new workforce programs that require specialized lab facilities. OCCC has already received a commitment from the state for \$8,000,000 (approximately 50% of total cost) towards this new building and is in early consideration of how the remainder of needed funding will be secured in order to complete the building before 2023.

#### *Supporting Documentation*

2014 Gap Analysis Matrix (Appendix 4)

### **5.B.2 Documents and Evaluates**

*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.*

OCCC documents and evaluates its strategic planning, budget development, facilities planning, operational plans, ongoing use of data and ongoing performance reviews. These processes are evaluated in terms of their efficiency and responsiveness, their fiscal sustainability, and to a lesser extent through an equity lens. Results of evaluation are used to make changes in processes. For example, the Institutional Capacity Assessment Tool (ICAT) administered in 2017 revealed a strong desire among faculty and staff for a more coherent and strategic approach towards professional development. The Human Resources Manager has assembled a cross functional team to develop a Professional Development Plan that better meets college needs.

### **5.B.3 Monitors its Internal and External Environments**

*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 is well sourced in connections with its external environment that allow the college to identify current and emerging patterns, trends, and expectations. These connections include:

- President and executive team are well represented on local and state boards such as workforce investment, chambers and rotary, institutional boards, regional and state associations. Knowledge gained is shared at the weekly Executive Team meetings.
- The President, Director of Advancement, Small Business Development Center Director and the Dean of Academics and Workforce are specifically responsible for environmental scanning particularly in the areas of economic analysis, industry trends, and legislative impacts.
- The Oregon Community College Association provides legislative advocacy and environmental scanning.

OCCC also monitors its internal environment. Due to its small size, administration is quickly aware of changing conditions or concerns that may arise from time to time. Collective Bargaining to date has been positive and collaborative, and with a stronger Human Resources office we have been able to ensure that lines of communication stay open between bargaining cycles. The college is also moving in the direction of formal internal assessments, beginning with the administration of the ICAT in 2017. The first administration of a climate survey is planned for 2018-19.

The process of environmental scanning is both ongoing and periodic. In the years from 2012 to 2015 through the system of governance as it existed at the time, the College used findings to assess its strategic position, revise its mission and adopt core themes and objectives, and develop a strategic plan. We are now approximately three years into our revised mission, core themes and a strategic plan that are intended to serve the college and community through the period of candidacy and to reach independent accreditation. There have been, and will continue to be, many decisions needed as we move towards mission fulfillment. The college will continue to monitor our internal and external environments and through our governance system use our findings to make course adjustments as needed. The first year post independent accreditation (potentially 2022-2023) is planned to review and revise, as necessary, our mission, core themes, core theme objectives, goals and intended outcomes of our programs and services, and indicators of achievement.

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## **Conclusion**



## **Conclusion**

### **The Meaning of Self-Evaluation for OCCC**

Self-evaluation through the lens of NWCCU requirements and standards continues to be transformational for our college. The NWCCU lens and our self-assessment processes have brought us cycles of change and growth in alignment of resources and capacity, planning, and assessment to achieve mission fulfillment. The current report reflects our third cycle of self-assessment over the course of four years. In 2014 the College completed an abbreviated self-review on the 24 Eligibility requirements at the request of NWCCU, and we also completed an extensive internal review of all college functions, which resulted in the 2014 "Gap Analysis." In 2015 we undertook a second cycle of self-review, in preparation for submission to NWCCU of our Application for Consideration. Our application was successful, and we were recognized with Applicant status January 6, 2016. In 2015 we also completed a stand-alone Year 7 Self-Evaluation as an addendum to the Year 7 report of Portland Community College. Our third cycle of review began in 2017 and is culminating now in 2018 with our submission of this Application for Initial Candidacy Self-Evaluation Report (SER). In 2017 we also completed our first administration of the ATD Institutional Capacity Assessment Tool. Each of these three cycles of self-review has increasingly accelerated our understanding of requirements, cross-functional dependencies and possible synergies.

Our college has evolved in our approach to self-evaluation and the documentation of that process via the Self-Evaluation Report. In contrasting this third cycle with the prior two, some important differences emerge. More people, and more cross functional workgroups, were involved in writing this SER. Previously, much of the analysis and writing occurred at the level of the Executive Team and the President. Participation in this SER has been much broader based. An Accreditation Steering Committee was formed, with cross-college representation (administration, faculty, staff) and periodic discussion and review of the Standards and Eligibility Requirements. More mid-level managers and classified staff were involved in the analysis of the extent to which OCCC meets the standards. We also benefitted from a technical review visit with NWCCU Associate Vice-President Valerie Martinez, during which there was broad engagement across faculty, staff, and all levels of administration.

Because of this greater involvement (and the iterative nature of three cycles of self-review) OCCC now has a deeper and more wide-spread understanding of NWCCU requirements and standards, and what that means for individual roles and functional areas. Individuals (board members, managers, faculty,



and staff) are starting to speak “accreditese” with greater fluency. College staff have a greater understanding of the what and why of the functions carried out by PCC under our Educational Services Agreement, and consequently, a much better understanding of the functions to be assumed by OCCC for independence. This understanding has led to conversations and planning about where capacity development is needed. Finally, every day there is greater common ground in valuing, desiring, and working in a realistic way towards independence. The excitement is palpable, an excitement grounded in realistic understanding of what independence will entail.

### **Where We Stand Today**

This SER reflects a rather astounding level of progress since 2014, particularly for a small, leanly staffed institution of higher education. Since 2014, this college community completed a process of environmental scanning and community engagement to replace (not revise) a mission that had not been considered since 1997. The college community identified core themes that individually manifest, and collectively encompass, the essential elements of that mission. Throughout the college, the new mission and core themes are institutionalized. Board members and support staff can either recite or accurately paraphrase the college mission, and it is printed on the back of every business card. Mission enters almost every discussion at the ET level, and guides how we prioritize and spend our time. We are also well into the implementation of our Big Five Ideas Strategic Framework, which was finalized in 2015. This deceptively simple (one page) framework is standing the test of time as we are now three years into a plan intended to carry us through candidacy and on to independence. The next phase of mission work will be finalization of core theme sub-objectives, metrics and thresholds for mission fulfillment, and formalization of core theme planning. This work on core themes is not an indication that only now is the college framing our success within the dual lenses of student success and strong educational pathways. In fact, this dual focus has been at the heart of the college since its founding 30 years ago. As is described in Chapters Three and Four, we have not changed our focus, but rather the ways in which we will measure the outcomes and success of that focus.

We have also made enormous strides in developing the capacity and resources for mission fulfillment, and for eventual independence. The preface to this SER includes an extensive listing of the many system improvements since we submitted our last report in 2015. We have reached some significant milestones in capacity. Our organizational redesign is complete, and we are fully staffed. The people who make up OCCC possess high levels of commitment and bring a balance of passion, leadership and technical skills. With redesign and staffing complete, we can now better consider what types of professional development would best support the college and the individual. Principles and structures related to equity and inclusion are also emerging and important foundations are in development. The college has also made profound strides in understanding and meeting the resources and capacity standards addressed in Chapter Two. The attention paid to collaboration and effective design has been worthwhile and has clarified for us what standards in Chapter Two will need further development in the years of candidacy.

Planning processes have also advanced considerably. Planning documents are now in place at the comprehensive, institutional and operational levels. In some cases, plans are in draft versions at the time of this submission, and managers are committed that these plans will move into final form as soon as possible, contingent upon the engagement required. We have developed an Educational Services Migration Plan to document and guide the many changes that are needed as we develop parallel processes in the anticipation of the eventual decoupling of the Educational Services Agreement with PCC. A Board-approved CTE rubric has been applied to promote selection of new educational programs that are sustainable. We have also developed an 11-Year Planning matrix to better plan for the years of candidacy and to understand dependencies and inter-relationships of a

variety of key processes and transitions.

Assessment activities, processes, and plans exist at various stages of adequacy. Certainly, a strength has been consistent attention paid to evaluating ourselves and our capacity, as described above. It is also a strength that we have managed to sustain quantifiable assessment of student success and educational pathways outcomes as we transition from our past measure of success (benchmarks) to a new measure of success (achieving thresholds). The Assessment Plan is in very early stages of development and will need considerable focus and attention to bring this plan to a level that will be useful and strategic for the college. An Assessment Task Force was formed in 2017 and the initial focus has been on learning what assessment means from a faculty perspective. Since 2014, there has been meaningful development in faculty interest, understanding, and capacity for assessment. A broad variety of assessments are meanwhile happening in different venues, as described in depth in Chapter Four. There is also reliance upon PCC faculty governance structures for aspects of assessment of curriculum. There is some constriction of access related to changes in data systems at the state level. The process of completing a high-quality Assessment Plan will consolidate these currently disconnected efforts.

All the work described here has not caused us to waver, or to shift our attention from student success and offering our students the best educational pathways we can. Our student success focus has been sustained, and quantifiable results show we are making a positive difference. We have maintained the strength and quality of the educational pathways that existed in 2014 (Transfer, Nursing, Aquarium Science) and we have added (or are developing) new pathways of Business and Education to further meet the needs of our community. Within all our pathways, our offerings are much more diverse than 2014 in terms of choice, delivery modality, and increased access across Lincoln County. We are seeing steady and promising progress on the goals established in our Strategic Framework.

### **Our Future**

OCCC understands what lies ahead. We must continue to sustain and institutionalize the gains we have made. This will include the broader sharing of accomplishments and the results of assessment with our community, particularly about student success. We must continue to develop clarity for the structures and processes that provide for input into governance and decision-making. We must develop our people who, along with our students, are our most important resource and source of capacity. The following planning processes will need very specific attention, time and resources: Core Themes Planning, Educational Services Migration, Enrollment Planning, Faculty and Faculty Governance, Assessment Planning, and Infrastructure of Academic and Student Services.

We must also plan and develop financial resources for some critical expenditure areas for the college. We must fund throughout candidacy the costs of the Educational Services Agreement and the costs of developing and sustaining parallel OCCC operations for these functions. We must also plan the fiscal resources needed for the successful selection and implementation of a new Enterprise Resource Planning (ERP) System. The replacement of the ERP will lead to significantly higher costs in the short run, but over time should lead to enhanced financial sustainability and increased levels of service and efficiency in finance, the student experience, academic and student services, and institutional effectiveness. Finally, we will also be engaged in developing over the next five years the 50 percent matching funds for our next building, the Workforce Education and Resiliency Center.

Throughout all this important and necessary work, we will be guided by our mission and strategic plan. As has been true since the founding of OCCC, we will never lose sight of our focus on student success. Indeed, it is this very focus, and the stories we hear every day of lives transformed, that sustain us in the work.

## Glossary of Terms

AACC	American Association of Community Colleges
AAOT	Associate of Arts Oregon Transfer Degree
AAS	Associate of Applied Science Degree
ABE	Adult Basic Education
ACCJC	Accrediting Commission for Community & Junior Colleges
ADA	Americans with Disabilities Act
AED	Automated External Defibrillator
AFT	American Federation of Teachers
AGS	Associate of General Studies Degree
ALO	Accreditation Liaison Officer
AMG	All Managers Group
AO	Academic Orientation
AP	Advanced Placement
AQS	Aquarium Science
AS	Associate of Science Transfer Degree
ASC	Accreditation Steering Committee
ASG	Associated Student Government
ASK	Administrative Support Knot
ASOT	Associate of Science Oregon Transfer Degree in Business
ATD	Achieving the Dream
AY	Academic Year
BOE	OCCC Board of Education
BP	Board Policy
CBA	Collective Bargaining Agreement
CCI	Council of Curriculum and Instruction
CCSF	Community College Support Fund
CCSSE	Community College Survey of Student Engagement
CCWD	Oregon Dept. of Community Colleges and Workforce Development
CEU	Continuing Education Units
CIA	Council of Instructional Administrators
CILO	Comprehensive Institutional Learning Outcomes
CLEP	College Level Examination Program
CLN	Chinook Libraries Network
CLO	Course Level Outcomes
CMS	Content Management System
CoCo	College Council
COFO	Chief of Finance and Operations
CPC	Career Pathways Certificate
CSSA	Council of Student Services Administrators
CTA	Confirmation of Teaching Assignment
CTE	Career and Technical Education
DAW	Dean of Academics and Workforce
DHHSC	Director of Health, Human Services, and Careers
EIC	Equity and Inclusion Team
EMT	Emergency Medical Technician
ERP	Enterprise Resource Platform
ESL/ESOL	English for Speakers of Other Languages
ET	Executive Team
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FTE	Full Time Equivalent

## Glossary of Terms, continued

FY	Fiscal Year
GAAP	Generally Accepted Accounting Principles
GAS	Governmental Auditing Standards
GED	General Equivalency Diploma
GISS	Governance Institute for Student Success
HECC	Higher Education Coordinating Commission
HR	Human Resources
HS	High School
HVAC	Heating, Ventilation, Air Conditioning
ICAT	Institutional Capacity Assessment Tool
IGA	Intergovernmental Agreement
ILT	Instructional Leadership Team
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
IRS	Internal Revenue Service
IT	Information Technology
LCSD	Lincoln County School District
LEED	Leadership in Energy and Environmental Design
LIB	Library
LMS	Learning Management System
MSI	Marine Studies Initiative
MVUTF	Mission/Vision/Values Task Force
NACADA	National Academic Advising Association
NCLEX	National Council Licensure Examination (for Nursing)
NUR	Nursing
NWCCU	Northwest Commission on Colleges and Universities
OAR	Oregon Administrative Rules
OCCA	Oregon Community College Association
OCCC	Oregon Coast Community College
OCCDLA	Oregon Community College Distance Learning Association
OCCSA	Oregon Community College Student Association
OCCSF	Oregon Community College Support Fund
OER	Open Educational Resource
OLMIS	Oregon Labor Market Information System
OPC	Oregon Presidents Council
OR-OSHA	Occupational, Safety, Health Administration
ORS	Oregon Revised Statutes
OSU	Oregon State University
PAF	Personnel Action Form
PCC	Portland Community College
PERS	Public Employees Retirement System
PLO	Program Level Outcomes
PTK	Phi Theta Kappa Honor Society
RCC	Rogue Community College
RN	Registered Nurse
SAC	Subject Area Committee
SAP	Satisfactory Academic Progress
SBDC	Small Business Development Center
SDS	Safety Data Sheets
SBM	Small Business Management Program
SEAL	Serve, Earn, and Learn Scholarship

## **Glossary of Terms, continued**

SENSE	Survey of Entering Student Engagement
SNO	Student Nurses Organization
STEM	Science, Technology, Engineering, and Math
TBD	To Be Determined
TCS	Transfer Credit Standards
VFA	Voluntary Framework of Accountability
VP	Vice President
WAG/TAG	Website and Technology Advisory Group
WERC	Workforce Education and Resiliency Center
WIA	Workforce Investment Act
WR	Writing
YCS	Your College Store (Bookstore)