Initial Accreditation
SELF-EVALUATION REPORT

Prepared August 2019 for the
Northwest Commission on Colleges and Universities

OREGON COAST
COMMUNITY COLLEGE

Submitted August 29, 2019

INITIAL ACCREDITATION SELF-EVALUATION REPORT
Prepared for the Northwest Commission on Colleges and Universities

Dr. Birgitte Ryslinge
President

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Chief Academic Officer | Accreditation Liaison Officer

TABLE OF CONTENTS

TABLES & FIGURES

TABLES & FIGURES, CONT.

institutional overview

2019 SER | OREGON COAST COMMUNITY COLLEGE

Institutional Overview

Oregon Coast Community College (OCCC) is an open-access, publicly-funded two-year institution, one of 17 community colleges in Oregon. It 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 began its first term in June of that year. In turn, the community then approved a tax base that combined with state allocations provided 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 nearly 1,000 square miles of land (and 200 square miles of water) with 73 miles of coastline on the Pacific Ocean. This terrain of great beauty and incredible ecological, biological, and geographic diversity is rapidly becoming a nexus for STEM- based activity. Lincoln County also faces many of the challenges of isolated rural communities, including sparse population, pockets of poverty, and barriers to services outside the county. The county's economy varies markedly throughout its different communities. Northern and southern areas are dominated by seasonal tourism and retail services while the central portion of the county, including Newport, sees tourism buttressed by more stable, year-round contributions from government, commercial fishing, port facilities, and a growing science and technology sector. OCCC is the only locally accessible provider of the first two years of a bachelor's degree. The nearest university, Oregon State University (OSU), is 55 miles and a coastal mountain range away.

For more than two decades after its formation, the College provided classes and services in a variety of rented spaces 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 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 move to College-owned and operated facilities in 2009 marked the beginning of a new era of stability and growth.

Program developments of the past years are having a profound impact on the lives of individual students and on the economic and civic vitality of Lincoln County. The College has made great strides in providing exemplary career and technical programs of critical importance to the community. For example, in 2006 OCCC first offered an Associate of Applied Science in Nursing. Since then, more than 200 OCCC students have earned their degrees and are helping to meet the healthcare needs of Lincoln County and beyond. For many of our graduates, obtaining a nursing degree is life-changing. A graduate 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. OCCC's Aquarium Science program is 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 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 across the United States.

The College works closely with other key partners such as the Lincoln County School District, the Port of Toledo, Georgia Pacific, 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 to create educational programs in

response to community needs. In the past five years, OCCC has launched a business program, a teacher-education program (K-12 and early childhood education), and next spring will offer our first welding courses with a maritime-construction focus. Each of these new programs was carefully selected based on employment projections and community supports, and mission-aligned grants were strategically secured to fund start-up costs.

Some 2,000 students attend each year, some full-time and others part-time, balancing the demands of family, work, and school. Students take lower-division transfer credits, train or retrain for a new career, update their skills, learn English, earn a GED, or otherwise enrich their knowledge. 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. The College is laser focused on student success and 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, helps underserved, low-income, first-generation high school students to understand and access college.

Oregon Coast relies in part upon Portland Community College (through the institutions' Educational Services Agreement) in aspects of oversight necessary for the regional accreditation of our programs, pending the awarding of initial accreditation. This should in no way be interpreted as OCCC being dependent upon PCC for operations. With the exception of NWCCU recognition, OCCC has functioned as an independent institution since its founding in 1987. The College 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.

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 charged with leading the College to independent accreditation, which will permit OCCC to focus solely on its own mission and mission fulfillment. On January 8, 2016, the Northwest Commission on Colleges and Universities granted OCCC Applicant status as a Candidate for Accreditation, and in June 2018 granted Candidacy. Upon encouragement from our NWCCU staff liaison, the College then requested an accelerated Candidacy period. This was granted in October 2018 and consequently the first review since the granting of Candidacy in 2018 will be this visit for the evaluation for Initial Accreditation.

In the five years since 2014, the College has engaged in robust self-evaluation and continued development using the framework of the NWCCU standards and self-evaluation process. OCCC has grown into a learning organization where continuous improvement is the norm. The Board of Education, President, administration, faculty, and staff believe the College is well poised for recognition as an independently accredited institution and has all the necessary capacity for independence. We look forward to the assessment and guidance of the Evaluation Committee.

basic institutional data form

NWCCU Reports | Basic Institutional Data Form

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

Oregon Coast Community College
400 SE College Way
Newport, OR 97366
541-867-8501

Chief executive officer	Accreditation liaison officer	Chief financial officer
Dr. Birgitte Ryslinge	Mr. Dan Lara	Ms. Robin Gintner
President	Chief Academic Officer	Chief of Finance & Operations
541-867-8530 (phone)	541-867-8506 (phone)	541-867-8516 (phone)
541-265-3820 (fax)	541-265-3820 (fax)	541-265-3820 (fax)
birgitte.ryslinge@oregoncoastcc.org	dan.lara@oregoncoastcc.org	robin.gintner@oregoncoastcc.org

Institutional demographics

Institutional type (choose all that apply)

☒ Comprehensive
☐ Specialized
☐ Health-centered
☐ Religious-based
☐ Native/tribal
☐ Other (specify:)

Degree levels (Choose all that apply)

☒ Associate
☐ Baccalaureate
☐ Master
☐ Doctorate
☐ If part of a multi-institution system, name of system:

Calendar Plan (Choose one that applies)

☐ Semester
☒ Quarter
☐ 4-1-4
☐ Trimester
☐ Other (specify:)

Institutional control

☐ City	☐ County	☒ State	☐ Federal	☐ Tribal
☒ Public	or	☐ Private/independent		
☒ Non-profit	or	☐ For profit		

Students (all locations)
Full-time equivalent (FTE) enrollment (IPEDS formula used to compute FTE)

Official Fall 2018 FTE student enrollments

Classification	Current year: Fall 2018	One year prior: Fall 2017	Two years prior: Fall 2016
Undergraduate	274.15	278.51	285.14
Graduate			
Professional			
Unclassified			
Total all levels	274.15	278.51	285.14

Unduplicated headcount enrollment (count students enrolled in credit courses only)

Official Fall 2018 student headcount enrollments

Classification	Current year: Fall 2018	One year prior: Fall 2017	Two years prior: Fall 2016
Undergraduate	206	207	219
Graduate			
Professional			
Unclassified			
Total all levels	206	207	219

Faculty (all locations)

- Numbers of full-time and part-time instructional and research faculty and staff
- Numbers of full-time (only) instructional and research faculty and staff by highest degree earned

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

Total number: 13

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	13	56	0	0	0	13	0	0
Lecturer & Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

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	$60,450	6.38 years
Lecturer & 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 the main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

OREGON COAST COMMUNITY COLLEGE
NEWPORT, OREGON

STATEMENT OF CASH FLOWS

For the Year Ended June 30, 2018

Cash Flows From Operating Activities:		
Cash Received from Customers	$	2,181,971
Cash Paid to Suppliers		(1,226,548)
Cash Paid to Employees		(4,198,117)
Net cash provided (used) by Operating activities		(3,242,694)
Cash flows from investing activities		
Interest on Investments		23,039
Net cash provided (used) by Investing activities		23,039
Cash flows from Noncapital financing activities		
Cash Received from Property Taxes		3,156,588
Cash Received from State		1,959,673
Cash Received from Federal Sources		213,955
Cash Received from Local Sources		493,641
Net cash provided (used) by Noncapital financing activities		5,823,857
Cash flows from Capital Financing activities		
Debt Principal Paid		(1,465,000)
Debt Interest Paid		(565,897)
Net cash provided (used) by Capital financing activities		(2,030,897)
Net increase (decrease) in cash and investments		573,305
Cash and investments, beginning of year		1,651,459
Cash and investments, end of year	$	2,224,764
Reconciliation of Operating Income to Net Cash Provided by Operating Activities:		
Operating Income (Loss)	$	(4,987,373)
Depreciation Expense		1,106,880
Pension Adjustments		173,162
OPEB Adjustments		11,141
(Increase) Decrease in Inventory		(32,258)
(Increase) Decrease in Receivables		163,428
(Increase) Decrease in Prepaid Expenses		(79,538)
Increase (Decrease) in Payables		53,778
Increase (Decrease) in Unearned Revenue		359,055
Increase (Decrease) in Due to Other Groups		434
Increase (Decrease) in Payroll Liabilities		(11,403)
Net Cash Provided by Operating Activities	$	(3,242,694)
Non-Cash Investing, Capital and Financing Activities:		
Amortization of Premium on Bond Issue	$	123,844
Amortization of Deferred Loss on Bond Refunding		(133,834)

9

OREGON COAST COMMUNITY COLLEGE
NEWPORT, OREGON

COMBINING BALANCE SHEET - MODIFIED ACCRUAL BASIS
June 30, 2018

	GENERAL FUND	SPECIAL REVENUE GRANT FUND	DEBT SERVICE FUND	ENTERPRISE FUND
ASSETS:				
Cash and Investments	$ 1,722,614	$ -	$ 498,609	$ 3,541
Receivables:				
Property Taxes	97,660	-	149,993	-
Accounts, net	366,809	-	15,649	4,990
Grants and Reimbursements	65,448	267,798	-	-
Due From Other Funds	-	-	-	-
Inventory	-	-	-	65,328
Prepaid Expenses	79,538	-	-	-
Total Assets	$ 2,332,069	$ 267,798	$ 664,251	$ 73,859
LIABILITIES, DEFERRED INFLOWS, AND FUND BALANCES:				
Liabilities:				
Accounts Payable	$ 111,662	$ 550	$ -	$ -
Payroll Liabilities	535,737	-	-	-
Due to Other Groups	12,002	-	-	-
Due To Other Funds	189,787	96,413	139,631	56,265
Unearned Revenue	359,055	-	-	-
Total Liabilities	1,208,243	96,963	139,631	56,265
Deferred Inflows:				
Unavailable Revenue - Property Taxes	97,660	-	149,993	-
Fund Balances:				
Restricted for Grant Programs	-	170,835	-	-
Unrestricted	1,026,166	-	374,627	17,594
Total Fund Balances	1,026,166	170,835	374,627	17,594
Total Liabilities, Deferred Inflows, and Fund Balances	$ 2,332,069	$ 267,798	$ 664,251	$ 73,859

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		(4,006,958)

Cash flows from investing activities

Interest on Investments	12,738
Net cash provided (used) by Investing activities	12,738

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	331,781
Net cash provided (used) by Noncapital financing activities	5,869,094

Cash flows from Capital Financing activities

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

Net increase (decrease) in cash and investments	(98,628)
Cash and investments, beginning of year	1,750,087
Cash and investments, end of year	$ 1,651,459

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		150,793
Net Cash Provided by Operating Activities	$	(4,006,958)

Non-Cash Investing, Capital and Financing Activities:

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

11

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
ASSETS:							
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	$ 1,979,300	$ 248,131	$ 528,494	$ 63,614	$ 99,727	$ 360,802	$ 3,280,068
LIABILITIES, DEFERRED INFLOWS, AND FUND BALANCES:							
Liabilities:							
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
Deferred Inflows:							
Unavailable Revenue - Property Taxes	97,915	-	151,213	-	-	-	249,128
Fund Balances:							
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	$ 1,979,300	$ 248,131	$ 528,494	$ 63,614	$ 99,727	$ 360,802	$ 3,280,068

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		(2,903,305)
Cash flows from investing activities		
Interest on Investments		7,526
Net cash provided (used) by Investing activities		7,526
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		260,872
Net cash provided (used) by Noncapital financing activities		5,256,324
Cash flows from Capital Financing activities		
Debt Principal Paid		(1,300,000)
Debt Interest Paid		(621,596)
Net cash provided (used) by Capital financing activities		(1,921,596)
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		(79,885)
Net Cash Provided by Operating Activities	$	(2,903,305)
Non-Cash Investing, Capital and Financing Activities:		
Amortization of Premium on Bond Issue	$	123,844
Amortization of Deferred Loss on Bond Refunding		(133,834)

13

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	$ 5,328	$ -	$ 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

14

ADOPTED BUDGET 2018-19

	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	$ 1,296,105	$ 1,920,455	$ -	$ -	$ -	$ -	$ -	3,216,559
Tuition and fees	1,826,378	-	-	(37,593)	-	-	-	1,788,785
Operating grants and contracts	-	-	-	318,735	-	-	-	318,735
Donations	91,000	-	-	-	-	-	-	91,000
Interest income	23,069	12,500	500	-	-	-	-	36,069
Merchandise Sales	-	-	-	-	202,000	-	-	202,000
Other local revenue	148,824	-	218,193	-	-	55,279	-	422,296
From state sources								
State appropriation	1,933,960	-	-	-	-	-	-	1,933,960
Operating grants and contracts	-	-	-	462,000	-	-	-	462,000
Construction matching funds	-	-	-	-	-	-	-	-
From federal sources								
Operating grants and contracts	-	-	-	345,641	-	-	-	345,641
Total revenue	5,319,335	1,932,955	218,693	1,088,783	202,000	55,279	-	8,817,045
EXPENDITURES								
Salary	2,817,372	-	-	671,351	32,289	-	-	3,521,012
Benefits	1,253,444	-	-	288,474	20,221	-	-	1,562,139
Personnel services	4,070,816			959,825	52,510	-	-	5,083,151
Materials and services	1,548,257	167	-	334,709	148,884	59,500	360,802	2,452,319
Capital outlay	-	-	-	-	-	-	-	-
Debt service - principal	-	1,445,000	115,000	-	-	-	-	1,560,000
Debt service - interest	-	446,576	83,357	-	-	-	-	529,933
Total expenditures	5,619,073	1,891,743	198,357	1,294,533	201,394	59,500	360,802	9,625,403
Percentage of Total Expenditures	58%	20%	2%	13%	2%	1%	4%	100%
Excess (deficiency) of revenue Over (under) expenditures	(299,738)	41,212	20,336	(205,750)	606	(4,221)	(360,802)	(808,357)
OTHER FINANCING SOURCES (USES)								
Contingency	(797,900)	(382,594)	(21,058)	-	(13,634)	(116,666)	-	(1,331,852)
Unappropriated	-	-	-	-	-	-	-	-
Transfers from other funds	-	-	-	-	10,000	-	-	10,000
Transfers to other funds	(10,000)	-	-	-	-	-	-	(10,000)
Total other financing sources (uses)	(807,900)	(382,594)	(21,058)	-	(3,634)	(116,666)	-	(1,331,852)
Excess (deficiency) of revenue & other sources (uses) over (under) expenditures	(1,107,638)	(341,382)	(722)	(205,750)	(3,028)	(120,887)	(360,802)	(2,140,209)
FUND BALANCE								
7/1/2018 - Beginning fund balance	1,107,638	341,382	722	205,750	3,028	120,887	360,802	2,140,209
6/30/2019 - Ending fund balance	-	-	-	-	-	-	-	-

15

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
REVENUE								
From local sources								
Property taxes	$ 1,211,824	$ 1,836,397	$ -	$ -	$ -	$ -	$ -	$ 3,048,221
Tuition and fees	1,608,084	-	-	-	-	-	-	1,608,084
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
EXPENDITURES								
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)
OTHER FINANCING SOURCES (USES)								
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)
FUND BALANCE								
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	-	-	-	-	-	-	-	-

16

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								
Over (under) expenditures	(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								
Sources (uses) over (under) expenditure	(1,406,313)	(250,150)	(43,508)	0	(8,324)	(95,456)	(160,802)	(1,964,553)
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	-	-	-	-	-	-	-	-

COMMUNITY COLLEGE SUPPORT FUND (CCSF)

Total CCSF Resources and Percent of Total Resources

Oregon Community Colleges

Total CCSF Resources

College	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Blue Mountain	$ 4,544,618	$ 5,222,962	$ 4,818,294	$ 5,171,989	$ 4,840,839	$ 5,649,880	$ 5,256,966	$ 4,985,491	$ 4,820,170
Central Oregon	7,585,792	9,390,957	9,321,102	9,073,473	7,814,314	8,808,465	7,948,428	6,875,445	6,040,544
Chemeketa	26,843,332	31,066,300	31,685,032	32,086,759	31,252,559	34,912,073	34,670,163	33,904,518	33,773,062
Clackamas	13,049,946	14,648,921	14,279,233	15,738,277	16,039,151	19,051,225	18,501,744	17,735,446	17,384,633
Clatsop	1,792,364	2,231,088	2,364,345	2,619,598	3,183,303	3,972,141	3,931,013	3,807,630	3,768,401
Columbia Gorge	3,967,920	4,277,436	4,138,231	4,240,684	4,277,565	4,773,380	4,825,083	4,812,382	4,855,346
Klamath	5,021,439	5,950,537	6,648,136	7,424,165	8,111,823	9,270,618	9,521,139	9,566,645	9,736,965
Lane	31,236,954	31,377,168	27,230,149	24,461,565	22,479,177	24,963,732	24,386,683	23,573,168	23,250,952
Linn Benton	18,082,562	19,433,036	19,291,026	20,335,372	21,017,168	23,564,995	23,747,636	23,532,636	23,676,349
Mt. Hood	24,952,774	27,719,099	27,057,711	27,884,403	28,174,989	32,396,769	32,728,383	32,407,950	32,602,919
Oregon Coast	1,517,409	1,732,440	1,787,622	1,837,982	1,985,627	2,238,903	2,291,074	2,252,197	2,270,673
Portland	71,802,445	84,633,677	89,344,276	94,343,945	95,914,172	108,908,082	110,549,954	110,016,230	111,176,652
Rogue	8,438,820	9,763,038	9,457,105	9,420,197	9,228,159	11,020,772	10,744,976	10,228,103	9,980,163
SW Oregon	6,259,771	7,330,757	7,467,808	7,645,316	7,634,937	8,669,553	8,746,628	8,662,663	8,738,699
Tillamook Bay	1,062,688	1,333,056	1,428,665	1,613,456	1,792,494	2,126,628	2,211,340	2,183,556	2,184,291
Treasure Valley	6,609,040	7,321,196	7,082,906	6,981,388	6,933,382	7,647,770	7,796,189	7,862,042	8,035,586
Umpqua	10,427,717	10,468,921	10,498,947	11,159,522	11,358,432	12,703,336	12,820,921	12,752,187	12,862,884
Totals	$ 243,195,591	$ 273,900,588	$ 273,900,588	$ 282,038,092	$ 282,038,092	$ 320,678,322	$ 320,678,322	$ 315,158,289	$ 315,158,289

Percent of Total CCSF Resources

College	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Blue Mountain	1.9%	1.9%	1.8%	1.8%	1.7%	1.8%	1.6%	1.6%	1.5%
Central Oregon	3.1%	3.4%	3.4%	3.2%	2.8%	2.7%	2.5%	2.2%	1.9%
Chemeketa	11.0%	11.3%	11.6%	11.4%	11.1%	10.9%	10.8%	10.8%	10.7%
Clackamas	5.4%	5.3%	5.2%	5.6%	5.7%	5.9%	5.8%	5.6%	5.5%
Clatsop	0.7%	0.8%	0.9%	0.9%	1.1%	1.2%	1.2%	1.2%	1.2%
Columbia Gorge	1.6%	1.6%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%
Klamath	2.1%	2.2%	2.4%	2.6%	2.9%	2.9%	3.0%	3.0%	3.1%
Lane	12.8%	11.5%	9.9%	8.7%	8.0%	7.8%	7.6%	7.5%	7.4%
Linn Benton	7.4%	7.1%	7.0%	7.2%	7.5%	7.3%	7.4%	7.5%	7.5%
Mt. Hood	10.3%	10.1%	9.9%	9.9%	10.0%	10.1%	10.2%	10.3%	10.3%
Oregon Coast	0.6%	0.6%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%	0.7%
Portland	29.5%	30.9%	32.6%	33.5%	34.0%	34.0%	34.5%	34.9%	35.3%
Rogue	3.5%	3.6%	3.5%	3.3%	3.3%	3.4%	3.4%	3.2%	3.2%
SW Oregon	2.6%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.7%	2.8%
Tillamook Bay	0.4%	0.5%	0.5%	0.6%	0.6%	0.7%	0.7%	0.7%	0.7%
Treasure Valley	2.7%	2.7%	2.6%	2.5%	2.5%	2.4%	2.4%	2.5%	2.5%
Umpqua	4.3%	3.8%	3.8%	4.0%	4.0%	4.0%	4.0%	4.0%	4.1%
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Oregon Community Colleges

COMMUNITY COLLEGE SUPPORT FUND (CCSF)

Property Taxes

College	Prior Year Actuals						Current Biennium				Projections							
	% Change from 2011-12	2014-15 100% Imposed County Certified	% Change from 2014-15	2015-16 100% Imposed County Certified	% Change from 2015-16	2016-17 100% Imposed County Certified	Actual Growth Rate from 2016-17	2017-18 100% Imposed County Certified	% Change from 2017-18	2018-19 100% Imposed County Certified	Estimated Growth Rate from 2018-19	2019-20 Estimated Using Estimated Growth Rate	Estimated Growth Rate from 2019-20	2020-21 Estimated Using Estimated Growth Rate	Estimated Growth Rate from 2020-21	2021-22 Estimated Using Estimated Growth Rate	Estimated Growth Rate from 2021-22	2022-23 Estimated Using Estimated Growth Rate
Blue Mountain	4.3%	$ 4,901,000	6.5%	$ 5,218,726	5.8%	$ 5,522,367	2.0%	$ 5,633,028	5.46%	$ 5,940,419.01	5.5%	$ 6,264,585	5.5%	$ 6,606,440	5.5%	$ 6,966,950	5.5%	$ 7,347,132
Central Oregon	7.3%	14,093,685	6.7%	15,035,450	5.1%	15,800,642	5.7%	16,700,271	6.21%	17,736,784.47	6.2%	18,837,630	6.2%	20,006,799	6.2%	21,248,534	6.2%	22,567,338
Chemeketa	4.7%	19,060,261	5.0%	20,016,221	4.4%	20,897,854	4.1%	21,752,313	4.43%	22,715,318.38	4.4%	23,720,958	4.4%	24,771,118	4.4%	25,867,771	4.4%	27,012,974
Clackamas	7.5%	16,441,551	5.7%	17,382,335	5.1%	18,265,834	5.1%	19,200,051	4.55%	20,074,444.13	4.6%	20,988,658	4.6%	21,944,507	4.6%	22,943,886	4.6%	23,988,778
Clatsop	2.6%	4,097,214	4.2%	4,270,934	3.2%	4,407,039	3.1%	4,545,108	3.91%	4,722,970.24	3.9%	4,907,793	3.9%	5,099,849	3.9%	5,299,420	3.9%	5,506,801
Columbia Gorge	3.7%	1,026,353	3.4%	1,061,335	4.5%	1,108,878	4.9%	1,163,689	5.33%	1,225,718.04	5.3%	1,291,053	5.3%	1,359,870	5.3%	1,432,356	5.3%	1,508,706
Klamath	1.5%	2,020,863	2.7%	2,076,296	1.9%	2,114,986	4.0%	2,199,202	1.87%	2,240,293.21	1.9%	2,282,152	1.9%	2,324,792	1.9%	2,368,230	1.9%	2,412,479
Lane	5.6%	17,782,407	4.4%	18,573,084	3.2%	19,172,567	4.6%	20,052,011	4.70%	20,995,060.83	4.7%	21,982,463	4.7%	23,016,302	4.7%	24,098,763	4.7%	25,232,133
Linn Benton	4.1%	7,298,935	3.7%	7,566,987	4.9%	7,939,315	4.9%	8,331,320	4.34%	8,692,940.97	4.3%	9,070,258	4.3%	9,463,953	4.3%	9,874,737	4.3%	10,303,350
Mt. Hood	6.8%	11,264,262	4.2%	11,733,948	4.3%	12,241,221	4.6%	12,801,758	4.08%	13,323,465.99	4.1%	13,866,435	4.1%	14,431,532	4.1%	15,019,658	4.1%	15,631,752
Oregon Coast	4.2%	1,150,850	2.7%	1,181,660	2.8%	1,215,323	4.6%	1,271,617	3.82%	1,320,180.42	3.8%	1,370,598	3.8%	1,422,942	3.8%	1,477,284	3.8%	1,533,701
Portland	4.7%	30,874,745	5.5%	32,560,516	2.6%	33,407,054	6.7%	35,647,888	3.38%	36,852,801.45	3.4%	38,098,441	3.4%	39,386,185	3.4%	40,717,454	3.4%	42,093,721
Rogue	5.3%	12,273,307	3.9%	12,756,107	4.0%	13,269,063	4.6%	13,880,681	4.30%	14,478,240.54	4.3%	15,101,525	4.3%	15,751,642	4.3%	16,429,747	4.3%	17,137,044
SW Oregon	3.4%	5,380,629	2.3%	5,506,723	3.3%	5,687,666	4.0%	5,914,587	2.92%	6,087,427.75	2.9%	6,265,320	2.9%	6,448,410	2.9%	6,636,851	2.9%	6,830,799
Tillamook Bay	2.2%	1,124,244	3.4%	1,162,604	3.2%	1,199,581	3.8%	1,245,360	4.88%	1,306,077.01	4.9%	1,369,754	4.9%	1,436,536	4.9%	1,506,573	4.9%	1,580,026
Treasure Valley	2.9%	2,013,616	2.5%	2,063,485	10.8%	2,285,812	11.1%	2,540,497	0.67%	2,557,485.58	0.7%	2,574,588	0.7%	2,591,804	0.7%	2,609,136	0.7%	2,626,584
Umpqua	8.1%	3,430,711	2.0%	3,499,976	3.8%	3,634,686	2.8%	3,737,501	4.31%	3,898,598.65	4.3%	4,066,640	4.3%	4,241,924	4.3%	4,424,764	4.3%	4,615,485
Totals	**1.2%**	**$ 154,234,634**	**4.8%**	**$ 161,666,387**	**4.0%**	**$ 168,169,889**	**5.0%**	**$ 176,616,881.19**	**4.28%**	**$ 184,168,226.67**	**4.3%**	**$ 192,058,851**	**4.3%**	**$ 200,304,606**	**4.3%**	**$ 208,922,113**	**4.3%**	**$ 217,928,800**

Notes:

This spreadsheet shows imposed property taxes from county certified tax document.

Future-year amounts are estimated based on the same growth rate as the most recent actual year available. Individual colleges may change these percentages for their internal forecasts.

COMMUNITY COLLEGE SUPPORT FUND (CCSF)
Enrollment Information

Oregon Community Colleges

Annual Growth Factor (AGF)

AGF	0.96%

AGF	0.96%

College	2017-18							2018-19						
	Reimbursable FTE (Actual Year Final)	1st FTE Cap (Based on Prior Year Final)	2nd FTE Cap (Based on Prior Year Fundable)	Final FTE Cap	Actual FTE (Over) Under FTE Cap	Fundable FTE	Funded FTE (Prior 3 Years Weighted)	Estimated CCSF Reimbursable FTE	1st FTE Cap (Based on Prior Year Final)	2nd FTE Cap (Based on Prior Year Fundable)	Final FTE Cap	Actual FTE (Over) Under FTE Cap	Fundable FTE	Funded FTE (Prior 3 Years Weighted)
Blue Mountain	1,822	1,822	2,044	2,044	222	1,822	2,016	1,822	1,822	1,840	1,840	17	1,822	1,895
Central Oregon	4,587	4,587	4,856	4,856	269	4,587	5,143	4,587	4,587	4,631	4,631	44	4,587	4,811
Chemeketa	9,952	9,952	10,435	10,435	482	9,952	10,956	9,952	9,952	10,048	10,048	96	9,952	10,375
Clackamas	6,716	6,716	7,129	7,129	413	6,716	7,041	6,716	6,716	6,780	6,780	64	6,716	6,880
Clatsop	1,327	1,327	1,384	1,384	57	1,327	1,234	1,327	1,327	1,340	1,340	13	1,327	1,318
Columbia Gorge	854	854	882	854	-	854	893	854	854	863	854	-	854	860
Klamath	1,819	1,819	1,838	1,838	19	1,819	1,771	1,819	1,819	1,837	1,837	17	1,819	1,811
Lane	7,901	7,901	8,396	8,396	495	7,901	9,025	7,901	7,901	7,977	7,977	76	7,901	8,321
Linn Benton	5,483	5,483	5,680	5,680	196	5,483	5,742	5,483	5,483	5,536	5,536	53	5,483	5,626
Mt. Hood	7,860	7,860	8,092	8,092	233	7,860	8,232	7,860	7,860	7,935	7,935	75	7,860	7,934
Oregon Coast	474	474	459	474	-	474	457	460	460	478	460	-	460	464
Portland	25,371	25,371	26,064	26,064	692	25,371	26,730	25,371	25,371	25,615	25,615	244	25,371	25,802
Rogue	4,339	4,339	4,546	4,546	207	4,339	4,630	4,339	4,339	4,380	4,380	42	4,339	4,450
Southwestern Oregon	2,402	2,402	2,494	2,494	92	2,402	2,600	2,402	2,402	2,425	2,425	23	2,402	2,484
Tillamook Bay	454	427	427	454	-	454	410	454	454	458	454	-	454	428
Treasure Valley	1,558	1,558	1,629	1,629	70	1,558	1,736	1,558	1,558	1,573	1,573	15	1,558	1,628
Umpqua	2,720	2,720	2,824	2,824	103	2,720	2,888	2,720	2,720	2,747	2,747	26	2,720	2,794
Totals	85,642	85,615	89,178	89,192	3,550	85,642	91,504	85,628	85,628	86,464	86,433	805	85,628	87,881

New degree / certificate programs

Substantive changes

Substantive changes including degree or certificate programs planned for 2019-2020 approved by the institution's governing body. If NONE, so indicate.

Substantive change	Certificate/degree level	Program name	DisciplICE or program area
NONE			

Domestic off-campus degree programs and academic credit sites

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

- **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, Zip	Degree programs	Academic credit courses	Student headcount	Faculty headcount
OCCC North County Center	3788 SE High School Dr.	Lincoln City, OR 97367	None	Varies each term	No programs	N/E
OCCC South County Center	3120 Crestline Drive	Waldport, OR 97394	None	Varies each term	No programs	N/E
Newport High School	322 NE Eads St.	Newport, OR 97365	None	2 (2018-19)	No programs	1**
Taft High School	3780 Spyglass Ridge Dr.	Lincoln City, OR 97367	None	6 (2018-19)	No programs	3**
Toledo High School	1800 NE Sturdevant Rd.	Toledo, OR 97391	None	3 (2018-19)	No programs	2**
Waldport High School	3000 Crestline Drive	Waldport, OR 97394	None	5 (2018-19)	No programs	3**
Siletz Valley Early College Academy	2245 NW James Franks Ave.	Siletz, OR 97380	None	1 (2018-19)	No programs	1*
Tillamook Bay Community College	4301 3rd St.	Tillamook, OR 97141	Nursing	Varies each term	6	1

*Students in Tillamook County apply for admission to the OCCC Nursing Program and are OCCC students.
**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.

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						
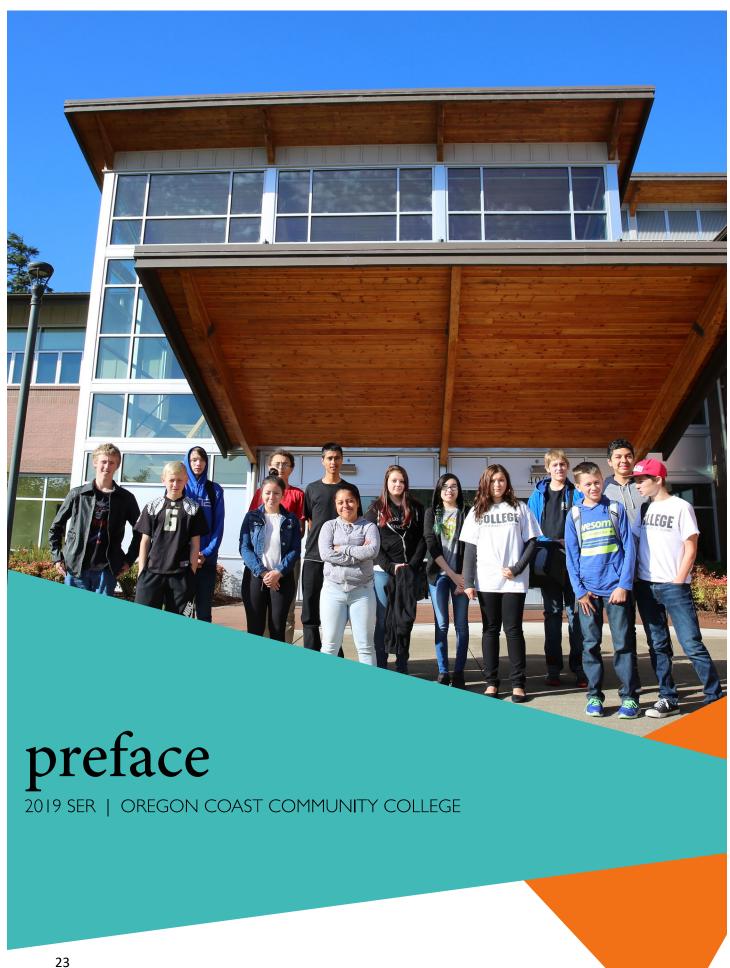
Programs and academic courses offered outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework are offered, including study abroad programs and educational operations on military bases.
- **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, Zip	Degree programs	Academic credit courses	Student headcount	Faculty headcount
NONE						

preface

Brief Update on Institutional Changes Since the Last Report (Spring 2018)

OCCC last reported to NWCCU via the Initial Candidacy Self-Evaluation Report submitted February 14, 2018. In the ensuing 18 months of Candidacy, the College has continued to fulfill its mission while creating the conditions necessary to support independent accreditation. Many institutional changes have occurred over this exciting time, and the developments most relevant to readiness and capacity are highlighted here.

Mission fulfillment

The College has aligned all institutional efforts to fulfill its mission through its current core themes of *Student Success* and *Educational Pathways,* and has refined its measures in support of each core theme. Furthermore, since the last report, the College has defined and implemented a methodology for these measures to demonstrate collectively how that mission is fulfilled. This new framework for mission fulfillment is adopted and reflected throughout this Self-Evaluation for Initial Accreditation.

Oregon Coast Community College celebrated its 31st annual commencement in June 2018. United States Senator Jeff Merkley delivered the commencement address to a packed house at the Newport Performing Arts Center, followed by the awarding of 67 Associate Degrees (Transfer and Career), 25 certificates – including the College's inaugural Early Childhood Education recipients – and eight GEDs. Educational Pathways options have grown since 2018, with increases in second-year STEM offerings, a new welding program launching in February 2020, and expanded technology-enabled classrooms to support the distributed delivery of instruction.

Readiness to decouple from sponsoring college

The College contracts with Portland Community College to provide fee-based services supporting certain elements within the functions of student financial aid and records, academic affairs, and external reporting. This cooperative arrangement has enabled OCCC to provide regionally accredited programs and services to the patrons of the OCCC service area during the College's transition to Independently Accredited Member Institution status with NWCCU. Since 2014, the College has planned for the assumption of the PCC services concurrent with the potential granting of independence to OCCC by NWCCU. The agreement is documented via a contract between the colleges, which has been revised as OCCC has progressed. Each iteration of the agreement has reflected OCCC's advancing standing with NWCCU and its decreasing reliance upon PCC. The contract revisions document a reduction of services provided by PCC over the five years, concurrent with a diminishing level of fees paid to PCC for their services. The latest agreement (executed April 2019) anticipates the final phase of the contracting relationship with OCCC earning Initial Accreditation and establishes a term of service "until June 30 following the year in which OCCC is granted Independent Accreditation by the NWCCU."

Since the last report to NWCCU in 2018, OCCC has initiated the final steps in preparation for decoupling and migration of student records and financial aid so as to be prepared to transition the final duties as early as Spring 2020. These final steps have included:

- Filed for Title IV Institutional Eligibility with the Department of Education (initiating E-App, PPA and ECAR). Target Financial Aid packaging Spring 2020 for academic year 2020-21.

- Budgeted for 2019-2020 to support new staffing and software requirements.

- Increased staff and redesigned staffing structures to provide separate managers for Financial Aid and Registrar functions.

- CEO and Financial Aid Administrator have initiated federally required Financial Aid trainings.

- Contracted with a third-party Financial Aid provider for back-office financial aid processing.

- Configuring the replacement Enterprise Resource Planning system to be fully operational in the functions currently delivered by PCC. (New ERP described in subsequent sections of this update.)

- A Migration and Continuity Plan which documents the key implementation aspects of the migration with PCC, updated often to reflect operational adjustments as they occur.

**Refinement of appropriate structures in support
of integrated planning and continuous improvement**
The College has used the period of Candidacy to fully prepare for independent status. OCCC has aligned all institutional efforts to fulfill its mission through its core themes, refined the measures in support of each core theme, and defined how, collectively, these measures demonstrate that mission is fulfilled (see Chapters 1 and 5). Appropriate structures in support of integrated planning have been refined and strengthened in ways that fully support mission fulfillment, core theme achievement, and organizational improvement (See Chapters 3 and 4). These refinements include a finalized approach to assessment (and well-developed Assessment Plan). Assessment now includes a Service and Program Area Review (SPAR) system and the evaluation of student achievement of course, program, and certificate/degree level learning outcomes. The SPAR system includes development of four-year goals in support of core themes, designed to connect with enhanced institutional planning and an improved budget development process, with the results providing direction and guidance to continuous improvement in all areas. The first year of the enhanced assessment cycle was implemented in 2018-2019.

Participatory governance and decision-making
Recommending and decision-making roles within a participatory governance framework continue to mature as the College approaches independence. Governance structures have been refined and strengthened. Improvements include a representative voting structure for College Council, and a clear definition of how various subcommittees and workgroups either report to or recommend to College Council. A new Budget Advisory Committee with representative membership was instituted for the 2019-2020 budget development cycle. An Instructional Leadership Team (ILT) was restructured to be faculty-led and majority faculty, and this body now has responsibility for recommendations to the Chief Academic Officer and College Council on curriculum, assessment, academic policies, textbooks, and faculty qualifications.

Policy and process refinement; migration to new enterprise resource planning system (ERP)

The College has taken a holistic approach to the improvement of policies and procedures instituting wide-spread enhancements. Since the last report, OCCC contracted with the Oregon Community College Association for a fee-based policy service and has used these best practices policies to support a third cycle of review and refinement of Board Policies since 2014. Review and updates have been concluded for Board, Institutional, and Fiscal Policies. Improvements in administrative policies and practices have also been made in Finance, Operations, Payroll, and Human Resources.

Since the last report, OCCC also concluded the RFP process for a replacement Enterprise Resource Planning system. As part of a five-college consortium, the College successfully selected a vendor, and implementation is underway. OCCC negotiated a contract within the means of the college, working with the Board to provide the additional funding needed over the two years of transition. A data archiving plan, training, business process review, and configuration are now underway. Go-live of various modules is scheduled to begin in February 2020, starting with financial aid packaging for AY 2020-2021.The ongoing migration to the new Enterprise Resource Planning system (from SharkNet to Campus Nexus) will include the eventual replacement of virtually all automated student and employee systems, and the review and enhancement of all existing business processes.

Supporting Documentation
Core Theme Indicator Scorecards
Mission Fulfillment Scorecard
Assessment Plan
Service and Program Area Review (SPAR) Schedule
New College Council Charter
OCCC Online Application to Department of Education
11-Year Planning Grid
Migration and Continuity Plan
Board Policy Manual
Amended and Restated Educational Service Agreements between
Oregon Coast Community College and Portland Community College:
      2014 OCCC/PCC Educational Services Agreement
      2016 OCCC/PCC Educational Services Agreement
      2019 OCCC/PCC Educational Services Agreement

Addendum: Response to Recommendations

Oregon Coast Community College appreciates the guidance provided by the Evaluation Committee that visited the College April 9 to 11, 2018. Subsequent to that visit, the Northwest Commission on Colleges and Universities (NWCCU) at its June 2018 meeting took action to grant Candidacy and recommended that the College address five recommendations provided by the Committee. We found the recommendations to be useful, both individually and holistically, in guiding our work as we have prepared OCCC for initial accreditation, should it be granted.

This addendum provides an executive level summary of the College's progress on each recommendation, links to key evidence and supporting documents, and references other parts of this Self-Evaluation Report containing the detailed information underlying the response to each recommendation. It is our assessment that OCCC has now fully addressed each of the recommendations at a level appropriate for a college entering initial accreditation. We look forward to discussing our work with Dr. Aman and the other members of the Evaluation Committee during the upcoming accreditation evaluation visit October 16 to 18, 2019.

Recommendations Spring 2018: The Commission recommends that the College:

1. Finalize core theme sub-objectives, indicators, and thresholds for achievement, use the results of assessment to improve institutional programs and services, and include the achievement of core theme indicators collectively as a component of mission fulfillment (3.B, 4.A, 4.B, 5.A).

2. Fully adopt, publish, review and adhere to policies and procedures for key financial planning and fiscal operations. This should include the setting of reserve policy, risk management practices and operational support to its auxiliary services (2.F.1, 2.F.6).

3. Incorporate the achievement of Student Learning Outcomes, such as Program Learning Outcomes (PLOs) and College/Institutional Learning Outcomes (CILOs), more centrally into core theme planning (4.A.3, 4.A.4, 4.A.5, 5.A).

4. Regularly evaluate all areas of the institution, including constituents' roles and responsibilities, the institution's participatory governance and decision-making policies, procedures, and processes (5.B.2, 5.B.3). Note: The Initial Candidacy Peer-Evaluation report noted a related concern which is addressed within Recommendation 4: As the College transitions to independent status, it needs to refine appropriate structures in support of integrated planning that fully support mission fulfillment and opportunities for improvement of the organization.

5. Clarify its definition of mission fulfillment through the accomplishment of core themes objectives while distinguishing College efforts around strategic priorities ("Five Big Ideas") as a means of achieving its core theme objectives (5.A.1, 5.A.2, 5.B.1, 5.B.2, 5.B.3)

Recommendation One

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

Institutional Response | Status: Complete

The revised core themes of Student Success and Educational Pathways were adopted by the Board of Education in 2017. Core theme sub-objectives, indicators, and thresholds for achievement were finalized, with adoption by the Board in June 2018. Core theme sub-objectives, indicators, and thresholds for achievement are documented in the Core Theme Assessment Tables.

As documented in the College's Self Evaluation Report, OCCC has utilized the assessment of student success and program effectiveness indicators, since the inception of the current planning cycle, to improve institutional programs and services. Prior to the adoption of core themes, evaluation was based on continuous improvement being exhibited in indicator performance, and benchmarking against comparator colleges. Many of these indicators were institutionalized through the development and formalization of core theme indicators and achievement thresholds, providing consistency and continuity in planning and evaluation for the College.

2017 OCCC graduate Hilari Bodi

Indicator data used to measure achievement of core indicators was presented college-wide in Fall 2018 in-service meetings. A "Data Walk" was arranged, with campus classrooms utilized to present specific core theme indicators and longitudinal trends in the data. Data "sponsors," composed of institutional research staff members and members of the executive team, led discussions and presentation of the data in each room while faculty and staff groups rotated between rooms. Afternoon sessions were then conducted to promote discussion of the results and the development of improvement strategies. Participants valued this process and the opportunity to focus in a collaborative manner on college achievement and continuous improvement, and plans are to continue the fall in-service practice annually.

Formulation and implementation of improvement strategies in College programs and services, in response to core theme assessment, is ongoing throughout the academic year. Core Theme Planning Teams met quarterly in 2018-19 to review and evaluate data on core theme indicators and identify areas needing improvement. Groups of faculty evaluate results of learning outcomes assessments, and integrate improvement strategies into their instruction, four-year goals, and annual objectives. Program review (of both instructional and non-instructional areas) is accomplished through the College's Service and Program Area Review (SPAR) process, which is detailed in Chapter Three. The College plans to conduct an Assessment Day in Spring 2020, and thereafter on an annual basis, to reserve exclusive time for College personnel to focus on assessment results and development of improvement strategies.

Results of assessment have been utilized on an ongoing basis to make improvements to College programs and services. Examples include the implementation of a Multiple Measures placement process to accelerate student progression to college-level coursework without impacting success rates; ongoing improvements to student success in math coursework, through the formation of the assessment- and improvement-driven Math Maniacs group; and the development of the Navigate program and Aviso application to improve student information and advising.

Most recently, College Core Theme Planning Teams administered a student survey on the challenges and insecurities students may be experiencing in maintaining progress toward their educational goals. Transportation insecurity was identified by a large number of students as a factor affecting their success. Technology was placed in faculty offices to enable the adoption of online office hours to improve student access to faculty outside class hours.

The methodology for evaluation of mission fulfillment was finalized in 2018-19. Assessment of mission fulfillment is based solely on assessment of College performance on core theme indicators. The Core Theme Indicator Scorecard compares College achievement on core theme indicators, used to measure achievement of core theme sub-objectives, against an established threshold, or performance target. If the target is met, the College is evaluated as making acceptable progress on that indicator. Results below the performance threshold identify areas needing focus and the formulation of improvement strategies.

Assessment of mission fulfillment is compiled and presented in the Mission Fulfillment Scorecard (MFS). The College is deemed as making acceptable progress toward mission fulfillment if both core themes are shown to have met at least 70 percent of their respective indicator performance targets. The College defines achievement of mission fulfillment as meeting 100 percent of performance thresholds on all core theme indicators. 2018-19 represents the first year of formal assessment of mission fulfillment, using the MFS and Core Theme Indicator Scorecards.

Supporting Documentation
Core Theme Assessment Tables: Student Success & Educational Pathways
Core Theme Indicator Scorecards
Mission Fulfillment Scorecard
Fall 2018 In-service Agenda

Recommendation Two

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

> *2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities. 2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.*

Institutional Response | Status: Complete

During the 2018 Peer Evaluation visit, certain aspects of fiscal policy were noted as being strong in practice but lacking in documented policies and procedures. "*The Evaluation Committee commends Oregon Coast Community College for its strategic resource planning and development that assures continuity of programs and financial stability by pursuing revenue opportunities that could be sustained over time and by its commitment in building a prudent level of reserves*." (Initial Candidacy Peer-Evaluation Report, April 9-11, 2018, pg. 54)

Recommendation Two drew attention to the broad area of "key financial planning and fiscal operations" and called out three specific areas which must be addressed in policy: setting of reserve policy, risk management practices, and operational support to auxiliary services.

Since receiving this recommendation, relevant Board Policies were reviewed, adopted, and published. The President and Chief of Finance and Operations (CoFO) provide the oversight to ensure adherence to Board Policies. Supporting procedures are documented by the Finance department and are published on the College website. Adherence is overseen by the CoFo and the Finance and Operations Manager.

OCCC has taken a holistic approach to the improvement of policies and procedures for business and fiscal affairs, instituting wide-spread enhancements which include, but are not limited to, those referenced in the Peer Review.

- OCCC contracted with the Oregon Community College Association for a fee-based policy service. The policy service is an integrated package of federally compliant board policy (BP) and administrative procedure (AP) samples that are customized to reflect Oregon law and NWCCU eligibility requirements and standards. This policy service now supports the regular cycles of review and development of all Board and Administrative policies at OCCC.

- In June 2018, administration engaged an external consultant to conduct a three-day on-site review of the Finance and Operations division, including policies and procedures referenced in Recommendation Two. The consultant reviewed documents and met with staff, and ultimately developed a written report. Recommendations were reviewed and considered by the President and Chief of Finance and Operations. Implementation of selected improvements is either underway or completed.

- The ongoing migration to the new Enterprise Resource Planning system (from SharkNet to Campus Nexus) includes the review of virtually all existing business processes. This review and

configuration is done in the context of a five-college consortium attempting whenever possible to align their business processes, with the support of a Campus Nexus implementation team well-versed in business process design practices used by other colleges. Consequently, the newly automated business processes to be adopted by OCCC will be informed by substantial external referencing.

Specific to the policies for key financial planning and fiscal operations referenced in the recommendation, during the 2018-2019 year the Board, President and Chief of Finance and Operations used the OCCA Policy Service to conduct a full review of Board Policy for Fiscal and Business Affairs. Existing policies were updated and augmented, and new policies were added to address gaps. All are now contained in Board Policy Manual Chapter 6: Business and Fiscal Affairs.

In regard to the specific areas noted within fiscal policies and practices, the setting of reserve policy is now addressed within BP 6250: Budget Management, as follows: "The Oregon Coast Community College's unrestricted general reserves shall be no less than 10 percent of budgeted expenditures." Risk management is addressed in BP 6540 Insurance and Risk concerning levels of risk, insurance coverage, and internal controls, and also in BP 6300 Fiscal Management which addresses the avoidance of fiscal jeopardy and also references internal controls.

The recommendation also requests that the College provide clarity regarding operational support to its auxiliary services. At the time of the Peer Evaluation, and still the case today, the only auxiliary service at the College is Your College Store (YCS). YCS provides food service to students and staff and also bookstore services to students. YCS is expected to operate as its own profit center and is accounted for in an enterprise fund (outside of the general fund). Due to falling revenues associated with a move to low-cost/no-cost textbooks for students, revenues for YCS have been declining. The Chief of Finance and Operations (CoFO) had developed a practice of setting aside a small general fund budget line for potential transfer in case YCS did not generate sufficient revenue to cover costs. This circumstance has not materialized, and the CoFO has ceased this practice. A new Board Policy 6900 Auxiliary Services Including Bookstore (approval pending 09/2019), establishes broad policy for the Board to recognize and approve auxiliary organizations, and also establishes that operational costs of YCS shall be paid from revenue earned from YCS.

New or Revised Board Policies for Business and Fiscal Affairs (Chapter Six)
- 6100 Delegation of Authority, Business and Fiscal Affairs
- 6150 Designation of Authorized Signatures
- 6200 Budget Preparation
- 6250 Budget Management
- 6300 Fiscal Management
- 6301 Tuition and Fees
- 6320 Investments
- 6330 Purchasing
- 6340 Bids and Contracts
- 6400 Financial Audits
- 6450 Travel
- 6500 Property Management
- 6520 Security for College Property
- 6540 Insurance and Risk
- 6550 Disposal of Property
- 6600 Capital Construction

- 6700 Facilities Use
- 6750 Parking
- 6800 Occupational Safety
- 6900 Bookstore(s)

Supporting Evidence
Consultant Report 2018, OCCC Finance and Operations Review
OCCA Board Policy Services Description
Board Policy Manual Chapter 6: Business and Fiscal Affairs
Finance and Operations Policy and Practices

Recommendation Three

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

Institutional Response | Status: Complete

With the finalization of Core Theme Indicators and Measures, adopted by the Board of Education in June 2018, student achievement of learning outcomes is integrated directly into Educational Pathways Core Theme assessment, evaluation, and planning. To support achievement of the core theme objective, two of the eleven sub-objectives establish the expectation that graduates will achieve PLOs and CILOs, as stated below:

> 4. Graduates attain General Education/ Comprehensive Institutional Learning Outcomes (CILOs).

> 5. Graduates meet industry standards by demonstrated mastery of technical skills and program learning outcomes.

The College has established student achievement on CILOs and PLOs, respectively, as performance indicators on these sub-objectives, along with thresholds for satisfactory performance. Achievement of these indicators is included in the evaluation and measurement of aggregate College-wide achievement on the Educational Pathways Core Theme Indicator Scorecard. Improvement in student achievement of these learning outcomes is incorporated into core theme planning through core theme sub-objective 6:

> 6. Programs use the results of assessment to improve teaching and learning.

Assessment of course and program learning outcomes, and the use of those results to make improvements, is documented quarterly by individual faculty. Results are reported annually as a component of the new SPARE report (Service and Program Annual Review and Evaluation). To promote collaborative and integrated planning, discipline and program faculty groups will meet annually to review and evaluate assessment results. The first of these assessment-focused meeting days is planned for Spring 2020.

Assessment-based improvements to teaching and learning that may have an impact on other areas or programs of the College are proposed through the SPARE report. Goals and objectives are established with documented alignment to core theme sub-objectives. If additional resources are needed to achieve the goal, resource requests are submitted for review and consideration by the area supervisor. Resource requests are prioritized and integrated into departmental budget planning on the strength of their alignment with core theme objectives, linking resource allocation with the achievement of core theme objectives related to assessment-based change.

Supporting Documentation
OCCC Planning Ecosystem
Core Theme Assessment Table: Educational Pathways
Core Theme Indicator Scorecard: Educational Pathways
SPARE – Instructional Review Template

Recommendation Four

The Evaluation Committee recommends that the College regularly evaluate all areas of the institution, including constituents' roles and responsibilities, the institution's shared governance and decision-making policies, procedures, and processes. Standard 5.B.2, 5. B.3. Related Concern from Peer Evaluation Report 2018: As the College transitions to independent status, it needs to refine appropriate structures in support of integrated planning that fully support mission fulfillment and opportunities for improvement of the organization.

Cited Standards : Standard 5.B.2

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

Cited Standards : Standard 5.B.3

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

Institutional Response | Status: Addressed and Ongoing

Refinement of appropriate structures in support of integrated planning and continuous improvement

The College has used the period of Candidacy to fully prepare for independent status. OCCC has aligned all institutional efforts to fulfill its mission through its core themes, refined the measures in support of each core theme, and defined how, collectively, these measures demonstrate that mission is fulfilled (see Ch. 1 and 5). Appropriate structures in support of integrated planning have been refined and strengthened in ways that fully support mission fulfillment, core theme achievement, and organizational improvement (see Ch. 3 and 4). These refinements include a robust approach to assessment, including program review and the evaluation of student achievement of course, program, and certificate/degree level learning outcomes (See Ch. 4, Fig. 3.3). Program review (both for instructional areas and service areas) and the development of four-year goals in support of core themes, are designed to connect with enhanced institutional planning and an improved budget development process, with the results providing direction and guidance to continuous improvement in all areas.

Participatory Governance and Decision-Making

Recommending and decision-making roles within a participatory governance framework continue to mature as the College approaches independence. Participatory governance structures have been refined and strengthened. Improvements include a representative voting structure for College Council, and a clear definition of how various subcommittees and workgroups either report to or recommend to College Council. A new Budget Advisory Committee with representative membership was instituted for the 2019-2020 budget development cycle. The Instructional Leadership Team (ILT) was restructured to be faculty-led and majority faculty, and this body now has responsibility for recommendations to the Chief Academic Officer and College Council on curriculum, assessment,

academic policies, textbooks, and faculty qualifications. The 11-Year Planning Grid (Institutional Governance Row) documents the significant evolution of governance at OCCC since 2013.

Evaluation of all Areas of the Institution
OCCC regularly evaluates 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's 11-year Planning Grid (2013 to 2024) identifies past and planned practices (and timelines) for institutional evaluation. Institutional evaluations have included four NWCCU guided self-evaluations since 2014; a foundational, all-institution gap analysis in 2014, the ATD Institutional Capacity Assessment Tool, program review, and external evaluations such as Office of Civil Rights reviews, program accreditation, and peer evaluations based on NWCCU standards. The SPAR structured program review process, finalized in 2018-2019, for all program and service areas of the College provides important augmentation to the evaluation of all areas of OCCC. The College's Assessment Plan details the plans and timelines for enhanced, comprehensive, and holistic program review. Program review establishes expectations and mechanisms by which programs are aligned with core themes and mission fulfillment. The Board of Education engages in regular self-evaluation (2014, 2016, 2019) and considers the results in annual retreats. All employees were surveyed via the *Sharing Your Views on Governance* survey in 2018, which led to College Council adopting a representative voting structure and other organizational improvements. In 2018, the College administered its first Campus Climate survey for employees, and a student version is planned for the 2019-2020 year. The 11-Year Planning Grid provides the various timelines for on-going evaluation of all areas of the institution.

Supporting Documentation
11-Year Planning Grid
Assessment Plan
Instructional Leadership Team Description
ICAT Executive Summary 2017-18
BOE Self-Evaluations (2014, 2016, 2019)
College Council Minutes
Sharing Your Views on Governance
Campus Climate Survey for Employees

Recommendation Five

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

Institutional Response | Status: Complete

The College's interpretation of mission fulfillment is now solely defined through the accomplishment of core themes objectives. Previously, the College had defined mission fulfillment through a dual framework of the accomplishment of core themes objectives and objectives contained in the college's strategic plan (Five Big Ideas Strategic Framework). The suitability of the dual framework as the definition of mission fulfillment was extensively discussed between the President, the Accreditation Liaison Office, and the Chair of the Peer Evaluation Team during the Peer Evaluation review for Candidacy in April 2018. Subsequent to the visit and after thorough consideration, OCCC accepted NWCCU guidance in this matter and made this change. The College is aligning all institutional efforts to fulfill the mission through its current core themes and has refined its measures in support of each core theme. Furthermore, the College has defined and implemented a methodology for these measures to demonstrate collectively how that mission is fulfilled. This new framework for mission fulfillment is adopted and reflected throughout this Self-Evaluation for Initial Accreditation.

The College arrived at this decision after due consideration and engagement. In the OCCC Institutional Response to the Initial Candidacy Evaluation Report (June 2018), OCCC provided NWCCU with our initial response and plans on how to move forward on this recommendation.

> *We appreciate and value the thoughtful advice of the Evaluation Committee, whose combined experience in the application of the NWCCU standards is significant and well outpaces our own experience. We also appreciate the careful thinking and intention by our College that led to our definition of mission fulfillment. This definition reflects our belief that the integration of our strategic plan at the mission level is an essential element for the alignment of all institutional efforts to ultimately fulfill our mission through our core themes of student success and educational pathways.*
>
> *After consideration of this recommendation by institutional leadership, we believe our best response is to seek guidance from NWCCU staff to forge a path to provide clarification on mission fulfillment while still maintaining our institutional commitment to the interdependence of our core themes and strategic planning. We anticipate bringing any resulting modifications in the definition of mission fulfillment to the concerned governance bodies (Board of Education, College Council, Accreditation Steering Committee) for consideration in Fall of 2018, with resulting modifications to mission fulfillment being enacted in early 2019, and fully reported upon on our next mid-cycle report to NWCCU.*
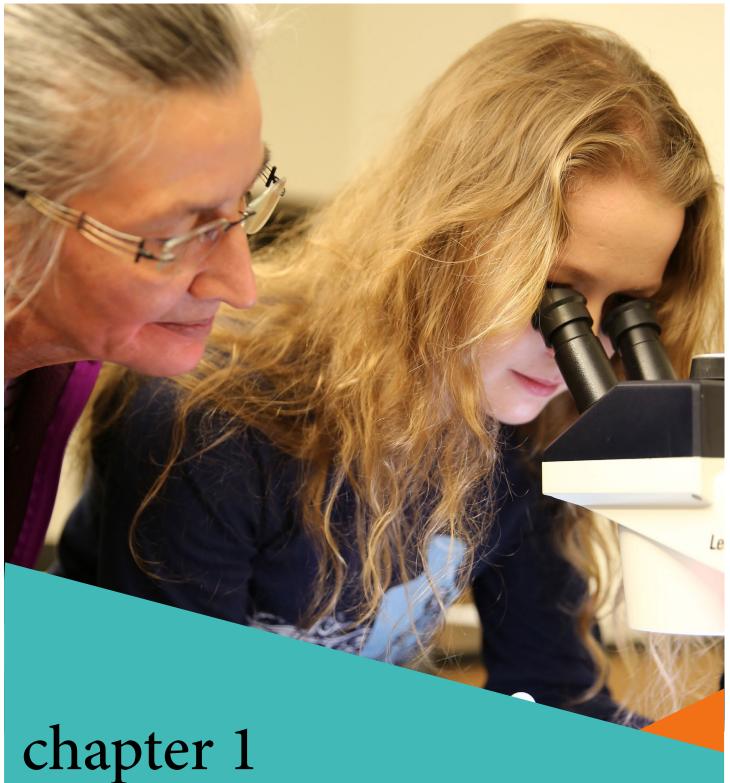
The steps taken by the College to reach resolution included consultation with NWCCU Staff Liaison VP Martinez, dissemination of the recommendation and the June 2018 response to the College and public on the Accreditation page, updates at College Council, review and discussion by the Board of Education at their September 2018 Board Retreat, and an update to the entire College at Fall 2018 In-Service.

Across these discussions, consensus emerged that mission fulfillment should appropriately be defined in the context of core themes, with the College's strategic planning (Big Five Strategic Framework) serving to direct the means of how core theme objectives are to be pursued during the duration of the

strategic plan. The President directed the Chief Academic Officer to work with the Accreditation Steering Committee and Institutional Research staff to implement this change, most notably in the design of the mission fulfillment data model.

Supporting Documentation
OCCC Institutional Response to the Initial Candidacy Evaluation Report
BOE Retreat Agenda, September 2018
Fall 2018 In-service Agenda
College Council Minutes, June 6, 2018

chapter 1
mission, core themes & expectations

2019 SER | OREGON COAST COMMUNITY COLLEGE

Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 1-3

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.*

The College opened its doors to credit students in 1987, and each year since, students have actively pursued and completed degree and certificate programs at OCCC, earning over 1,400 degrees and certificates. Most recently, in June 2019, students earned 67 associate degrees and 25 certificates at OCCC. Degrees awarded included AAOT (Associate of Arts Oregon Transfer) degrees, AAS (Associate of Applied Science) degrees in Nursing, and the AAS degree in Aquarium Science.

Supporting Documentation
College Catalog 2018-19
Migration and Continuity Plan
2019 OCCC/PCC Educational Services Agreement
11-Year Planning Grid

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, one of 17 community colleges in Oregon, is authorized to operate and award degrees as a higher education institution by the State of Oregon's Higher Education Coordinating Commission (HECC). Per Oregon statute, the leadership, governance, and operations of higher education institutions are the responsibility of their respective presidents, governing boards of directors, and administrators.

OCCC, in service to the Lincoln County region, operates in compliance with Oregon Revised Statutes Chapter 341, the policies of the HECC and its Office of Community Colleges and Workforce Development (CCWD), and the adopted policies of the Board of Education of Oregon Coast Community College, its elected governing board. While degrees and certificates earned at OCCC are currently awarded by Portland Community College (under the Educational Services Agreement), authorization of OCCC by the HECC to operate and award degrees exists independently of the arrangement with PCC. 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
Oregon Revised Statute Chapter 341: Community Colleges
Community College and Workforce Development (CCWD) Website
OCCC Board of Education Board Policies

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 two core themes of Student Success and Educational Pathways (adopted by the Board on August 23, 2017) are derived from the mission statement and are appropriate to a degree-granting institution of higher education. The core themes and their objectives shape how the College uses its resources and are operationalized to serve the post-secondary educational needs of the community. College staff reviews and analyzes core theme achievement indicators 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 described in Standard 2.C. The College devotes substantially all its resources (human, facilities, infrastructure, fiscal) to support its educational mission, vision, core themes, and strategic planning.

Supporting Documentation
Board of Education Minutes, October 15, 2014
Board of Education Minutes, August 10, 2016
Vision, Mission, Value and Core Themes Statement
2018-2019 College Budget | 2019-2020 College Budget

Standard 1.A: Mission

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

Vision
Shaping the Future Through Learning.

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 statement clearly articulates the purpose of OCCC and gives direction to our efforts. Adopted by the Board of Education on October 15, 2014, it is widely published and distributed through such media as the college's website, class schedules, 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 an initial framework of four 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. In 2017-18 the College, after a year-long, collaborative review of its Core Themes, consolidated them into the current twin Core Themes, Student Success and Educational Pathways, which are reflective of and integrated with College mission and values.

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

Interpretation of Mission Fulfillment
The College now defines mission fulfillment in the context of its purpose, characteristics, and expectations solely as manifested in its two core themes (see Response to Recommendation Five for the evolution of approach to the interpretation of mission fulfillment.) The Student Success core theme focuses on student attainment – individually and as cohorts. The Educational Pathways core theme focuses on the efficacy of pathways provided by the College, and the impacts of those pathways upon the community and region.

OCCC has aligned all institutional efforts to evaluate mission fulfillment through assessment of achievement of its core themes. College outcomes for mission fulfillment are articulated by core theme sub-objectives, with one or more indicators utilized to assess College achievement of each sub-objective. The College assesses each indicator by comparing college performance to an established threshold of achievement. Satisfactory performance on an indicator is signified by the threshold being

met, with ongoing efforts to effect continuous improvement. Achievement thresholds may be adjusted over time as the College exhibits continuous improvement in performance.

Aggregated achievement on core theme indicators is used to evaluate mission fulfillment. Only if 100 percent of indicator thresholds for core theme sub-objectives have been met does the College consider its mission to be fulfilled. Satisfactory progress toward mission fulfillment is defined as 70 percent of the individual core theme indicators on both Core Themes being rated as "Threshold Met" (Standard 1.B.2). An evaluation of "Satisfactory progress" directs our Core Theme planning efforts to focus on improvement in deficient areas, where thresholds have not been met, while continuing to refine efforts which are showing success.

Chapter Five presents the Mission Fulfillment Scorecard, with baseline measures and and color-coded ratings for successful achievement of the desired outcome. Chapter Five also includes qualitative descriptions of continuous improvement work undertaken by the College in relation to the core themes.

Supporting Documentation
Core Theme Assessment Tables: Student Success & Educational Pathways
Mission Fulfillment Scorecard

Standard 1.B Core Themes

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

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

The College has established objectives, indicators, and achievement thresholds for satisfactory progress for both of its core themes, Student Success, and Educational Pathways.

Student Success Core Theme
The Student Success Core Theme attempts to capture key milestones and factors widely established to be pivotal to student success in a student's journey toward completion of their educational goal. Core theme sub-objectives track this journey from the student's first exploration of the College and enrollment, to satisfactory completion of learning outcomes and completion of their goal. It centers on furthering student success through support services designed to support completion of developmental classes and college gateway courses; improving student perceptions of inclusion, engagement, and welcome, especially during their introductory quarters of study; and the effectiveness of college support systems in advising and intervention efforts to improve success. A student's ability to achieve these milestones is affected by the extent to which institutional structures facilitate or impede a student's progress.

The College has adopted a formal definition and over-arching objective for the Student Success Core Theme:

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.

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

The Student Success core theme's over-arching objective is operationalized through the designation of seven sub-objectives reflecting key milestones and momentum points in the life-cycle of a successful student. Sub-objectives were developed, after robust discussions within the College, based on high-impact practices recommended by student success-centered organizations including Achieving the Dream (ATD) and the Center for Community College Student Engagement (CCCSE), and in consideration of factors unique to OCCC's student population. Indicators to measure achievement of each sub-objective were selected, after College-wide review, based on external best practices and expertise. Active support and ongoing input were provided by institutional research personnel to ensure consistency and validity of indicators for meaningful assessment.

The Student Success Core Theme Assessment Table (following page) provides indicators of achievement and corresponding achievement thresholds for each sub-objective, along with a brief rationale for the set of indicators, and methodology for the indicator if not self-evident. This framework places high value on the disaggregation of data within the various indicators, used during the evaluation process to identify potential inequities in access and to examine presence of achievement gaps within under-served populations. While disaggregated data is relied on during assessment and evaluation, the aggregated data is currently used for assessment of overall performance on an indicator.

Sub-objectives	Indicators of Achievement	Achievement Thresholds	Method and Rationale
1. Students feel welcomed, included, engaged and supported.	Indicator 1.1: New Students: Student ratings on SENSE for questions associated with inclusion and engagement.	Threshold 1.1: On SENSE, score at or above the Carnegie Classification Comparison group (Small Colleges) for those responses related to "Early Connections", "Engaged Learning", and "Academic and Social Support Networks"	Early student experiences impact persistence and serve as meaningful leading indicators for persistence and completion. Assessed by key student engagement measures in SENSE (first term) and CCSSE (continuing), and via student attendance as a proxy for engagement.
	Indicator 1.2: Student ratings on SENSE and CCSSE for questions associated with quality and satisfaction with student support services.	Threshold 1.2: 80% of respondents rate themselves satisfied or very satisfied with student support services or rated those services helpful or very helpful.	
	Indicator 1.3: Student attendance in the first three weeks of term.	Threshold 1.3: ≥ 80%	
2. Students receive pro-active intervention	Indicator 2.1: Early alerts issued on students are followed up with by an advisor within 2 days.	Threshold 2.1: 95% of early alerts are followed up w/in 2 days	Early alerts allow faculty and advisors the opportunity to identify students who struggle and get back on track through intrusive advising and referral to student support services.
3. Students transition successfully into OCCC.	Indicator 3.1: Fall to Winter retention.	Threshold 3.1: ≥85%	Applied to all students attempting 6 or more credits and is a significant leading indicator of student success. Disaggregated by race/ethnicity, socioeconomic status (Pell vs. non-Pell), gender, and geography.
	Indicator 3.2: % of credits successfully completed in 1st Fall term.	Threshold 3.2: ≥85%	
	Indicator 3.3: First-term G.P.A.	Threshold 3.3: ≥85% exceed 2.0 GPA.	
4. Students complete standard prerequisites of reading, writing and math for GE courses	Indicator 4.1: Students complete or place above the universal prerequisites of MTH 020 (Basic Math), RD 115 (College Reading), and WR 115 (Introduction to Expository Writing) within first two terms.	Threshold 4.1: 90% of students complete/place beyond prerequisites within first two terms.	Meaningful leading indicator for retention and completion. Disaggregated for review and evaluation, but not for indicator measurement.

Sub-objectives	Indicators of Achievement	Achievement Thresholds	Method and Rationale
5. Transfer students complete College level writing and math requirement for their degree.	Indicator 5.1: % of transfer students completing gateway writing within first year	Threshold 5.1: 40% completes WR 121 w/in 1st year.	Meaningful leading indicator for retention and completion. Disaggregated for review and evaluation, but not for indicator measurement.
	Indicator 5.2: % of transfer students completing gateway math within first year	Threshold 5.2: 30% completes MTH 105/111 w/in 1st year	
6. Students progress/ persist toward their educational goals.	Indicator 6.1: % of attempted credits successfully completed during first year	Threshold 6.1: 88%	Meaningful leading indicators for retention and completion. Disaggregated for review and evaluation, but not for indicator measurement.
	Indicator 6.2: % of students completing 15+ credits in first year	Threshold 6.2: 79%	
	Indicator 6.3: Fall to Fall persistence (less completers)	Threshold 6.3: 49%	
7. Students experience academic success	Indicator 7.1: % of students successfully completing or transferring within 2 years	Threshold 7.1: Meet or exceed average of peer institutions	Core lagging indicator of student success. Disaggregated.
	Indicator 7.2: % of students successfully completing or transferring within 6 years	Threshold 7.2: Meet or exceed average of peer institutions	

Educational Pathways Core Theme

The Educational Pathways Core Theme focuses on the suitability, accessibility and the efficacy of our programs. This core theme manifests, from the College mission, our commitment to student success though the delivery of relevant, sustainable, high-quality, accessible programs and services that promote the civic and economic well-being of our students and community. Evaluation of the Educational Pathways core theme measures the extent to which college programs and supporting services provide multiple entry points and promote access to higher education; prepare students for success in life and careers; ease transitions between internal and external education and career entry and exit points; and positively impact the local economic and civic environment.

The Educational Pathways core theme and sub-objectives evaluate both student achievement of learning outcomes and of program goals to connect students with employment in living-wage jobs and/or transfer to a four-year college or university. Through continuous monitoring of relevant achievement measures, human and financial resources can be appropriately applied to ensure continuous improvement in the programs and services that advance mission fulfillment.

The Educational Pathways core theme is defined through its formal definition and over-arching objective, as follows:

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.

Educational Pathways Overarching 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.

The Educational Pathways over-arching objective is operationalized through eleven sub-objectives reflecting key elements characteristic of effective educational programs, curriculum, and instruction. These sub-objectives emerged from a process involving robust discussions with external partners and within the College, consideration of best practices, and input from institutional research personnel.

The following Educational Pathways Core Theme Assessment Table provides indicators of achievement and corresponding achievement thresholds for each sub-objective, along with a brief rationale for the set of indicators, with methodology for the indicator if not self-evident. This framework places high value on the disaggregation of data within the various indicators, used during the evaluation process to identify potential inequities in access and to examine presence of achievement gaps within underserved populations. While disaggregated data is relied on during assessment and evaluation, the aggregated data is currently used for assessment of overall performance on an indicator.

Sub-objectives	Indicators of Achievement	Achievement Thresholds	Method and Rationale
1.OCCC educational pathways are accessible.	Indicator 1.1: Total FTE.	Threshold 1.1: College FTE meets or exceeds budget FTE.	Ensuring access to educational opportunities is fundamental to fulfilling the college's mission. OCCC creates bridges into our educational pathways from high school, adult education, non-credit, and other feeders. Access to Educational Pathways is primarily measured through enrollment data, and enrollment data will be disaggregated for race/ethnicity, socioeconomic status (Pell vs. non-Pell), gender, and geography.
	Indicator 1.2: Distribution of Credit Students	Threshold 1.2: Reflects the diversity of the community	
	Indicator 1.3: Distribution of Non-Credit Students	Threshold 1.3: Reflects the diversity of the community	
	Indicator 1.4: Distribution of Dual Credit Students	Threshold 1.4: Reflects the diversity of the community	
	Indicator 1.5: Distribution of Students w/GED vs. HS Diploma	Threshold 1.5: Reflects the diversity of the community	
	Indicator 1.6: Number of Courses Offered Online	Threshold 1.6: Increase the number of unique courses offered online by 5% compared to the prior year offerings of online courses.	
2. Students graduating from Lincoln County high schools enroll at OCCC.	Indicator 2.1: % of Lincoln County students coming to OCCC within 6 months of HS graduation	Threshold 2.1: 15% or greater of area HS grads attend OCCC.	The proportion of graduates from LCSD high schools that attends OCCC demonstrates a strong working relationship between high schools and the college and "paved pathways" for high school students. Assessed via data sharing agreement with LCSD. Disaggregated.
3. Students transitioning from ESOL/GED enroll in credit classes at OCCC	Indicator 3.1: % of GED students at OCCC who pass the exam and subsequently enroll in credit classes within 6 months.	Threshold 3.1: 10%	The proportion of ESOL/GED students who subsequently enroll in credit classes at OCCC demonstrates strong processes leading to "paved pathways" for adult basic skills students.
	Indicator 3.1: % of ESOL students enrolling in GED or credit classes within 6 months of last enrollment.	Threshold 3.2: 5%	
4. Graduates attain General Education/ Comprehensive Institutional Learning Outcomes (CILOs)	Indicator 4.1: Student artifacts meet benchmark of "3" on rubrics for CILOs	Threshold 4.1: 3.0 average on benchmark	CILOs are measured using modified AAC&U LEAP VALUE rubrics. Faculty on the Assessment Task Force determined a "3" was an appropriate score for students completing an Associate's Degree.

Sub-objectives	Indicators of Achievement	Achievement Thresholds	Method and Rationale
5. Graduates meet industry standards by demonstrated mastery of technical skills and program learning outcomes	Indicator 5.1: Assessment of technical skills	Threshold 5.1: Technical Skills Assessments (TSA) "meet benchmark" – maintain a rate of above 75% of programs with > 80% of students meeting program defined	Indicates the extent to which programs are aligned with industry expectations. Assessed via completion of industry exams (e.g., NCLEX) or in-program technical skills assessment (TSAs) by cohorts. CTE programs report annually on the assessment of PLOs not covered by TSAs.
	Indicator 5.1: Assessment of program learning outcomes	Threshold 5.2: Under-development. PLOs assessed in AY 2018-19. Review of PLOs by faculty and administration in Fall 2019 to set target.	
6. Programs use the results of assessment to improve teaching and learning	Indicator 6.1: Academic programs report changes made to instruction based on assessment of student learning outcomes	Threshold 6.1: 80% of Program Reviews report Assessment Based Change	Academic programs make Assessment-Based Changes to Teaching and Learning that are based on assessment of student learning outcomes (at any level) that are documented in annual assessment report.
7.Graduates of CTE programs will be employed in their field of study.	Indicator 7.1: Employment rates of CTE graduates six months after program completion.	Threshold 7.1: 84% of CTE graduates report employment in their field of study at six months	Employment of CTE graduates is an indicator the college has prepared students to address local workforce needs and a proxy indicator to the extent that programs align with regional employment demands.
8. Graduates of transfer programs will be enrolled in 4-year institutions	Indicator 8.1: Enrollment of graduates from transfer programs at 4-year institutions, based on National Student Clearinghouse Research Center.	Threshold 8.1: 20%	Transfer rates as proxy for quality and design of transfer paths.
9. Educational pathways and stackable credentials lead to living wage jobs	Indicator 9.1: Program review metrics using county-level occupational wage data compared against the M.I.T. Living Wage Calculator.	Threshold 9.1: 100% of degree and certificate programs exceed (or serve as component on a career pathway that exceeds) the Lincoln County Living Wage.	The quality and relevancy of pathways/programs is directly related to a graduate's ability to find employment that leads to a living wage or be promoted within the graduate's current job.
10. Pathways and programs respond to the changing needs of industry and regional employers.	Indicator 10.1: New and existing CTE programs are sustainable and in-demand	Threshold 10.1: 80% of OCCC CTE credit and non-credit programs are included in the top 30 in-demand, sub-baccalaureate programs in the region and conform to the new CTE rubric.	Comparing proposed and existing credit and non-credit offerings to regional labor market demand ensures the college is responsive to regional workforce needs.
11. Small Business Development Center Economic Impact	Indicator 11.1: Jobs Created & Jobs Retained Indicator 11.2: Capital Infusion Indicator 11.3: Long-Term Clients	Threshold 11.1: Exceed prior year Threshold 11.2: >$492,000/yr Threshold 11.3: 40	These are standard measures for each SBDC in Oregon and are the best demonstration of economic impact of the SBDC.
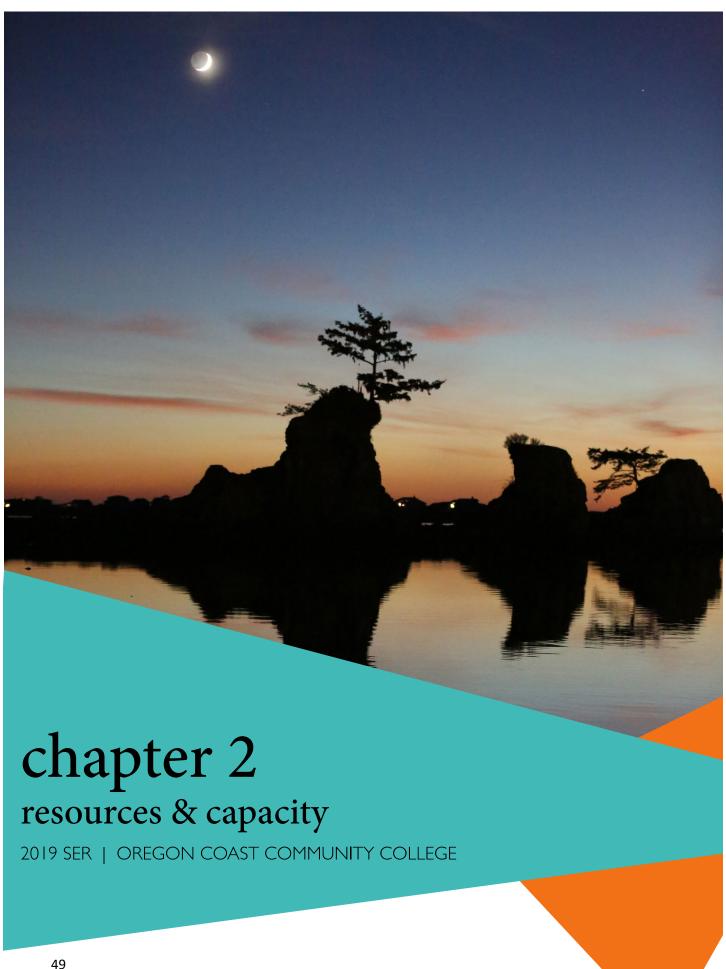
Supporting Documentation
High Impact Practices reviewed and utilized for core theme indicator formulation:
Center for Community College Student Engagement
A Matter of Degrees
Voluntary Framework of Accountability

chapter 2
resources & capacity
2019 SER | OREGON COAST COMMUNITY COLLEGE

Chapter Two: Resources and Capacity

Introduction: Eligibility Requirements 4 to 21

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.

Oregon Coast Community College's programs and services are described in the 2018-2019 Catalog and are predominantly concerned with higher education. The College has the institutional integrity and resources to take full responsibility for fulfilling its mission and for meeting standards and eligibility requirements of the Commission. As is true for many community colleges in rural America, OCCC is part of the lifeblood of our community. Lincoln County 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. 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.

The College contracts with PCC for limited functions identified in the OCCC-PCC Educational Services Agreement. 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. For all of these functions, OCCC has in place some level of parallel processes in order to be poised to smoothly transition responsibility for them. Staff and software have been added or enhanced to assume these functions once the College is authorized to do so. Details for the transitions are included in the Migration and Continuity Plan. The remaining functions contracted with PCC under the OCCC-PCC Educational Services Agreement are:

- Curriculum development and assessment: parallel process at OCCC is in place.
- Local control of faculty qualifications: parallel process at OCCC is in place.
- Local control of academic policies: parallel process at OCCC is in place.
- Student Services areas of Financial Aid & Veterans: We have established transitional standing with the Department of Education (including our own OPEID number) and are poised to oversee the awarding of federal financial aid to OCCC students as soon as we are authorized to do so.
- Student Records, awarding degrees and certificates: staffing, training, and software are planned, funded, and underway, to assume these functions when authorized to do so.

Supporting Documentation
College Catalog 2018-19
Organizational Charts
Migration and Continuity Plan

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. College policy and applicable laws and regulations define rights and protections for individuals throughout the College. OCCC responds to the educational needs and legitimate claims of the constituencies through providing 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 or abbreviated form in the OCCC website, catalog, student handbooks, and course syllabi. The Oregon Coast Community College Board of Education is likewise committed to ensuring that students, employees, and the public do not encounter discrimination in any form at the College. The College has also established policy specific to Title IX compliance and identified staff roles and responsibilities in accordance with federal requirements.

Supporting Documentation
Board Policy 301: Assurances Civil Rights and Nondiscrimination
Board Policy 212: Title IX, Gender-Based and Sexual Misconduct
Administrative Policy: Gender-Based and Sexual Misconduct Policy

ER 6: Institutional Integrity

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

The College adheres to ethical standards in all its operations and relationships. OCCC has established procedures, in accordance with statewide and federal regulations and with accepted ethical practice, for monitoring such matters as the awarding of contracts, use of equipment and resources, fiscal activity at all levels, awarding of grades, and hiring and evaluation of employees. The College regularly employs various opportunities, including college presentations, meetings, trainings, and professional development opportunities, to familiarize college employees with pertinent policies and regulations.

Supporting Documentation
Board Policy 2715: Code of Ethics/Standards of Practice (for Board)
Board Policy 706: Ethical Conduct and Conflict of Interest
Board Policy 6300: Fiscal Management
Board Policy 6330 Purchasing
Board Policy 6340 Bids and Contracts
Board Policy 6400 Financial Audits

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.

The Board of Education (the Board) is the governing entity for OCCC (a single unit institution). Seven elected, non-paid persons comprise the Board of Education; no Board members have contractual, employment, or personal financial interest or obligations to the College. With the primary authority for establishing policies governing the operation of the College and adopting the College's annual budget, the Board formulates and approves board policy; approves the operating budget; and appoints and evaluates the president.

In July 2019, four re-elected members of the OCCC Board of Education were sworn in by Lincoln County Clerk Dana Jenkins.

The Board has the responsibility for ensuring that the College is focused on achievement of core themes and fulfillment of its mission. In its review of institutional effectiveness and college policies, the Board ensures pertinence to mission and goals as well as effective implementation of planning and resource allocation. The Board actively participates in establishing the College's mission and goals, and in setting strategic direction for the College. Members attend professional development and state-wide training sessions and participate in strategic planning discussions, continuing to enhance their ability to ensure that the institution's mission and core themes are being achieved.

The Board is responsible for the quality and integrity of the programs and services of OCCC. 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 ten years. The longest serving board member was elected in 1987 when the College was founded, and the newest member was elected in 2017.

Supporting Documentation
Board of Education Webpage
Board Policy 2010 Board of Education Membership
Board Policy 2100 Board of Education Elections
Board Policy 2200 Board of Education Duties and Responsibilities

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.*

The college president is a full-time employee, appointed by the Board, who serves as the chief executive officer for the institution. The president, who is not a member of the Board, has delegated authority and responsibility from the Board for implementing college policy and for managing college operations. 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.

Dr. Ryslinge's 20 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.

Supporting Documentation
President Ryslinge Contract (available upon request)
President Ryslinge Resumé
President's Goals, 2017-19

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, OCCC has 15 administrative positions organized into two administrative levels. Six executive level administrators, known collectively as the Executive Team (ET), report to the president and supervise major areas of the College: instruction, health and human services, student services, administrative services, marketing and community engagement, and institutional development. Nine mid-level managers report to the ET or the President. At the time of this report all of these positions are staffed with highly qualified and experienced professionals.

An organizational culture grounded in collaboration and interdependencies, institutionalized meeting practices, ad hoc cross-functional work groups and assessment practices all ensure that the institution's major support and operational functions work collaboratively across institutional functions. The Management Commitments for Student and Institutional Success articulate collaboration as essential, and these principles are included in recruitment materials and management assessments. 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. 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.

The President and the 15 administrators are of 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. Responsibility for the functions that OCCC will assume from PCC upon independence has already been integrated into the organizational structure, and training is underway.

Standard 2.A.11 of this report outlines the assignment of responsibility and authority for the College's major support and operational functions.

Supporting Documentation
Management Commitments for Student and Institutional Success
Organizational Charts
Chart of Responsibility and Authority for Major Support and Operational Functions

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 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 13 full-time and 56 part-time faculty teaching credit courses. These individuals teach general education courses, Career and Technical courses, and developmental education courses. The instructional division systematically evaluates all full-time and part-time faculty, including review of teaching effectiveness, fulfillment of related responsibilities (required participation in college service for full-time) and participation in professional development activities.

The College employs both full-time and part-time faculty with relevant and appropriate credentials and experience for delivery of instruction in all areas related to the College's mission, including transfer, professional-technical, and basic skills education. Faculty regularly participate in college planning and governance, academic planning, and curriculum development and review.

Under the provisions of the OCCC-PCC Educational Services Agreement, certain faculty functions captured in ER 10 must remain under the direct control of PCC until OCCC might gain independent accreditation with NWCCU. These functions include curriculum and faculty qualifications in PCC shared curricular areas, and academic policies. OCCC has in place appropriate structures, plans, and parallel processes and is poised to smoothly transition responsibility for these areas. The Instructional Leadership Team (ILT), led by faculty, and College Council (CoCo), both with majority faculty representation, have key roles in planning and review of curriculum, faculty qualifications, and academic policies as related to programs unique to OCCC. The ILT, CoCo, and faculty as a whole are trained and prepared to assume responsibility for these functions related to curricular areas shared with PCC.

In summary, the faculty of OCCC are well qualified and sufficient in number to fully address all aspects of NWCCU's Faculty Eligibility Requirement. The faculty of OCCC are necessarily constrained in their roles by the agreements within the OCCC-PCC Educational Services Agreement regarding curriculum and academic policies. The period of candidacy has been used to continue development of parallel processes and faculty capacity to independently assume the remaining responsibilities currently situated contractually with PCC. Details can be found in the Migration and Continuity Plan.

Supporting Documentation
Collective Bargaining Agreement– Faculty 2018-2021
Performance Assessment Guidelines: Faculty
Instructor Self-Evaluation Form
Migration and Continuity Plan
College Council Charter
Instructional Leadership Team Description

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.

Consistent with its mission and core themes, the College provides rigorous educational programs that meet the needs of our communities and lead to the award of the following formal degrees:

Transfer Associate Degrees (2-year)	Associate of Applied Science (2-year)	Certificates
Associate of Arts Oregon Transfer Associates of Science Transfer-Business Associate of General Studies: flexible degree which may not fulfill requirements for transfer to a four-year institution.	Accounting Administrative Assistant Aquarium Science Nursing	Accounting Administrative Assistant Aquarium Science AEMT Early Childhood Education Certified Nursing Assistant Level 2 Medical Assistant Practical Nursing

Transfer degrees are Oregon community college statewide degrees with a fixed curriculum. The learning outcomes of these certificates and degrees are dependent upon statewide agreements between community colleges and public universities. The remainder of the OCCC degrees and certificates were reviewed and developed by OCCC in response to local demand, with some being adopted from Portland Community College. All of these educational programs culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degrees with degree designation consistent with program content in recognized fields of study.

The Oregon Higher Education Coordinating Commission establishes criteria to which all degrees must adhere. The HECC identifies the number of credits required for a degree and the number of contact hours required per credit. OCCC conforms to all requirements and degree criteria set by HECC.

As described in detail in 2.C, until such time as OCCC earns independence, curriculum and learning outcomes for the College's educational programs are officially housed within Portland Community College's curriculum inventory, as provided for in the NWCCU-approved OCCC-PCC Educational Services Agreement. PCC's curriculum oversight process provides the official and final approval of learning outcomes.

OCCC has in place a parallel process for oversight of curriculum and learning outcomes. In cases where the curriculum is unique to OCCC, OCCC develops all aspects of the curriculum and follows the PCC approval process to add it to the PCC inventory. Except for this provision, the College is fully independent in the development and delivery of four educational programs (Nursing, Medical Assistant, Nursing Assistant, and Aquarium Science). All career-focused educational programs have advisory committees composed of industry leaders that meet regularly. These committees aid the programs in remaining relevant and meeting industry standards.

For PCC-specific AAS degrees, OCCC has adopted PCC's program learning outcomes. OCCC administration and faculty are poised to assume responsibility of all educational programs offered at OCCC upon the awarding of independent accreditation status.

Supporting Documentation
College Catalog 2018-2019 Degrees and Certificates
Higher Education Coordinating Commission Approval of Educational Programs
OCCC Curriculum Approval Process Diagram
AQS Local Advisory Committee Meeting Minutes Feb 2019
Early Childhood Advisory Board Minutes 2018-19
Nursing and Health Occupations Advisory Board Minutes 2018-19

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.

OCCC does not offer baccalaureate or graduate degree programs. Transfer associate degree programs offered by OCCC require a substantial and coherent component of general education as essential elements of the degree, integrating a statewide, agreed-upon general education core. This core includes instruction in arts and humanities, social science, math, science, and computer science, as well as health, speech, and cultural literacy. These general education requirements fulfill statewide requirements and are consistent with standards at receiving institutions and at other community colleges.

All other associate degree programs (applied science and general studies) and certificate programs of 45 quarter credits or more contain a recognizable 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) and Associate of Applied Science (AAS) Degrees each require a 16-

credit general education core. 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. The College 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.

Supporting Documentation
College Catalog 2018-19
Related Instruction Template

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.*

The College maintains a substantial library collection and library services in support of all instructional and student services programs, including off-campus and online offerings. The library provides access to electronic resources and provides instruction to faculty, staff, and students in the use of research tools. The library also provides critical space for students seeking to learn, study, and collaborate with other students.

Library and information resources are maintained at an appropriate level of currency, depth, and breadth to support the College's programs and services. Access to appropriate physical items is supported through consortium-sharing, faculty-driven collection development, and InterLibrary Loan services. Faculty suggestions are gathered proactively and regularly by the Librarian. Additionally, the Library provides access to quality electronic resources available to all OCCC students regardless of course location or modality. The Librarian uses traditional collection development methods such as Integrated Library System reports to determine areas of the collection that indicate a need for additional materials. A five-year weeding plan helps delete older, less-used materials regularly, which keeps the collection vibrant.

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 electronic resources is based on colleague recommendations, industry reviews, vendor information, and faculty suggestions. The Library supports OCCC programs with databases whenever possible, and reviews current database usage statistics prior to making any changes. Library Services is also fortunate to receive some resources through statewide associations, such as the Oregon Community College Distance Learning Association (OCCDLA). For example, through OCCDLA the Library provides access to the "Films on Demand" streaming video collection, giving the College the ability to offer the same quality films as much larger schools.

Between the Library's membership in the library consortium, its own physical and electronic resources, and InterLibrary Loan services, OCCC is confident in the Library's 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

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. All OCCC facilities are relatively new, built between 2007 and 2011, with capital raised through a voter-approved general obligation bond and State of Oregon capital construction matching funds. Development of physical infrastructure continues to be guided by a Master Plan initially developed in 1998 supplemented by periodic review and updates.

OCCC's facilities include approximately 116,000 square feet of buildings (built to Silver LEED standards) 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). All buildings are above the tsunami inundation zone, and both centers are within walking distance of high schools. All 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 most program areas for the foreseeable future. Existing land and infrastructure have capacity for additional buildings when needed. A third building is planned for the Newport Campus, the Workforce Education and Resiliency Center (WERC). Construction is contingent upon securing the remaining 50 percent of building costs (with the first 50 percent already secured through Oregon State bonding).

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 preparation 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.

The College has invested in technological infrastructure to increase student support, lower ongoing and replacement costs, and improve cybersecurity. In 2014, a gap assessment to identify areas that might impede progress towards mission fulfillment cited information technology services and infrastructure as an area needing improvement. The same year, the College hired an information technology consultant to conduct an assessment and provide recommendations for improvement. The assessment process sought input from faculty and staff regarding the strengths and weaknesses of the information technology environment as it related to their areas. The consultant's recommendations were integral to developing short- and long-range plans for the College's future technological capability.

Over the past five years, the College has replaced or enhanced cybersecurity, wireless access, back-up and redundancy, the College website, payroll, digital signage, the learning management platform, email, and videoconferencing. Operational servers and services are being migrated to a virtual infrastructure, both on premise and in the cloud. The final element of the 2014 Technology Plan, the replacement of the outdated (and home-grown) enterprise resource planning system (ERP) with a state-of-the-art cloud-based system, Campus Nexus, is now underway. When that migration is complete, the College will again assess its technology environment and revise the plan.

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 vendor. The Canvas portal is the prevalent and most 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 and every lectern is videoconference-capable, 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, fully redesigned and modernized in 2019, the College uses WordPress as its Content Management System, 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.

Supporting Documentation
OCCC Master Plan (Mahlum Architects) 1998
2008 Site and Building Plan Addendum to Master
2017 Addendum: WERC Building Description
2014 DevMecca Information Technology Assessment and Status

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 College adheres to the principles of academic freedom in policy, contractual agreements, and practices. Board Policy 400 addresses academic freedom. The Collective Bargaining Agreements between AFT-Oregon Coast United Employees and Oregon Coast Community College have affirmed a commitment to academic freedom since 1998, reaffirming this commitment in Article VII-Academic Freedom of the 2018-21 agreement, which 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 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.

Supporting Documentation
Collective Bargaining Agreement – Faculty 2018-2021
Board Policy 400: Academic Freedom
Student Handbook 2018-19

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.*

OCCC is an open admissions institution and welcomes applicants who are high school graduates or non-high school graduates 16 years or older. Board Policy 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.

There are specific admission requirements for students under 16 years of age to ensure each individual is ready to benefit from the adult learning environment. OCCC also has some limited-entry programs with additional admission requirements, based on program accreditation stipulations, industry standards, and articulation agreements with four-year colleges. These programs are Aquarium Science, Early Childhood Education (ECE), Emergency Medical Technician, Medical Assisting, Nursing, and Nursing Assistant. Admissions requirements specific to these programs are published on the College website within the program-specific information.

OCCC adheres to admission policy in all its admission procedures and practices. The College publishes requirements for admissions online, in the catalog, and in advertising and recruiting materials. The admission's office, program coordinators of selective entry programs, and the advising staff monitor admission requirements. Students desiring to appeal an admissions decision may pursue the Student Services Conflict Resolution Policy.

Supporting Documentation
Board Policy 403
College Catalog 2018-19
Student Complaints, Feedback & Appeals
College Admissions Process

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.

The annual College catalog, website, and other appropriate publications delineate current and accurate information regarding its mission and core themes, admission requirements and procedures, grading policy, and information on academic programs and courses. Rules and regulations for student conduct, rights and responsibilities of students, as well as details about tuition, fees, and other program costs are also published in the College Catalog, website, and other publications. 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. Titles and academic credentials of administrators and faculty are published in the Catalog.

The College employs a process to ensure current and accurate information across all information sources, with input and participation from the Office of Instruction, student services administrators, faculty and staff, and marketing and publications.

Supporting Documentation
College Catalog 2018-19
College Website
Student Handbook 2018-19

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.

The College has established and demonstrates a stable and diverse funding base, with a financial planning process tied to institutional mission and goals, a balanced budget, and a responsible level of debt. OCCC has sufficient cash flow to meet its operational demands throughout the fiscal year. The College also maintains a cash reserve contingency, held in the State's local government investment pool and easily accessible to support institutional needs. Ongoing analysis of educational program costs ensures balanced revenue and expenditures. Its institutionally affiliated Foundation helps to secure funds to support high-cost programs.

The College utilizes its annual budgeting process to develop and implement funding priorities and strategies. Long-term financial needs are identified through institutional planning processes and documents, and strategically budgeted for, to ensure the long-term viability of the College. OCCC's financial resources and the budget development process are shared with the campus community to ensure understanding by all stakeholders.

Oregon Coast Community College has three primary external revenue sources: tuition and fees, and the Oregon Community College Support Fund (CCSF), which are tied to enrollment, and local property tax funding. From FY 2012-13 to FY 2018-19, the College maintained a 15 percent reserve in its General Fund. For FY 2019-20 the reserve is budgeted at 12.5 percent. Beginning in FY 2016-17, the College began to set aside a Reserve Fund (which is currently being used to fund implementation of the College's new ERP) and in each year's budget the College allocates $50,000-$100,000 for Strategic Initiative funding (SIF). The College also pursues mission- and core theme-related grant opportunities to help offset startup costs for new programs.

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. The College monitors enrollment levels and legislative and State environments for impacts on College funding. The Oregon Community College Association (OCCA) provides legislative advocacy for community college funding and bill tracking for fiscal (and other) impacts. OCCC advocates for the needs of small colleges through the Higher Education Coordinating Commission (HECC) and the Oregon Presidents' Council. Risk management also includes adherence to GAAP (Generally Accepted Accounting Principles), conservative enrollment and funding projections, careful budget monitoring, pursuit of relevant grant opportunities, and collaborative community partnerships.

Supporting Documentation
Adopted budgets from 14-15 to 19-20
Budget Development Process
Oregon Community College Association

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.

Each year, OCCC contracts with a qualified auditing firm to conduct an independent financial audit. The College has received unmodified ("clean") opinions in all financial statement audits since at least 2009. The annual audit is completed no later than nine months after the end of the fiscal year (typically by January), with report and findings presented to the Board within two months of audit completion. Statements, audit reports, and supporting documentation are also reviewed by the President, and College administration.

As directed by Oregon Statutes and OCCC Board Policy 6400, the annual financial audit by external independent certified public accountants is conducted in accordance with the requirements of applicable Oregon Municipal Audit Law and Governmental Auditing Standards (GAS). 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. GAS audit procedures require auditors to consider the design, implementation, and maintenance of internal controls over College financial reporting, in addition to compliance with the laws, regulations, grants, and contracts applicable to any federal programs in which the College is participating. The scope of auditor testing of internal controls over financial reporting and compliance is described, with results of compliance with respect to federal funds included in the audited financial statements.

The OCCC Board of Education uses the accounting firm of Pauly, Rogers & Co. as its auditors. The most recently completed audit for the year ending June 30, 2018 was reported to the Board in a formal presentation by the auditors in February 2019. That audit found that OCCC financial statements were fairly presented in accordance with Generally Accepted Accounting Principles. The College was also found to be in compliance, in all material respects, with requirements that could have a direct and material effect on its major federal programs. Initial audit fieldwork for the fiscal year ending June 30, 2019 is currently underway, to be completed in the Fall of 2019. The SAS 114 letter reporting the results of the audit is expected to be presented to the Board of Education by Pauly, Rogers & Co. in early 2020.

In the fiscal year 2015-16 audit, an internal control deficiency was identified 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. As a member of that consortium, OCCC is currently implementing a new ERP, Campus Nexus, with completion scheduled for Summer 2020. Until implementation of this newer, more mainstream and adequately supported system is complete, our audit results will continue to cite that deficiency.

Supporting Documentation
Board Policy 6400 Financial Audits
Audit Communication to the Governing Body, 2018
Audit Management Letter, 2018
2017-18 Audit
Past Audits to FY 2009-10

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 accurately discloses 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. OCCC has regularly availed itself of the support and consultation of its assigned NWCCU staff liaison, Vice-President Valerie Martinez, to ensure that communication with the Commission is at appropriate levels.

The College, in its routine operation and in preparation of its application for Initial Candidacy and for the accreditation visit, has prepared and assembled all the materials, information, and documentation requested and required by the Commission and by the accreditation process. Further, college leaders responsible for managing the accreditation visit have been thoughtful in planning the availability of materials and people to assist the evaluators in accessing information and in fulfilling the purposes of the accreditation process.

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. A list of Standard 2 resources and capacity evidence of compliance is included on OCCC's accreditation webpage.
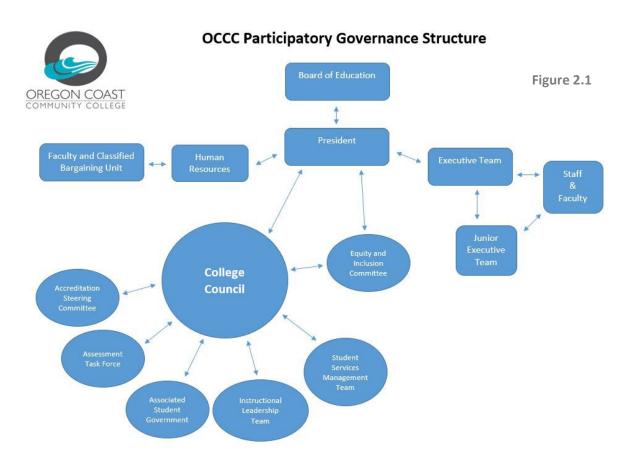
Supporting Documentation
Checklist Standard 2 Evidence of Compliance
OCCC's Accreditation Webpage

Standard 2.A Governance

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.

The Oregon Coast Community College (OCCC) Board of Education is the governing body of the OCCC District pursuant to ORS Chapter 341. The primary duty of the Board under Chapter 341 is to adopt policies for the general governance of OCCC. The Board considers, reviews, and acts upon the recommendations of the College President in matters of policy pertaining to the current and future welfare of the OCCC District. The Board approaches its task in a manner that emphasizes strategic leadership rather than administrative detail and keeps its major focus on the long-term effectiveness of the college. The OCCC Board of Education defines its role in Board Duties and Responsibilities (BP 2200). The College President's Duties and Responsibilities are defined in Delegation of Authority to the College President (BP 2430). Of note: "The President is the Chief Executive Officer of Oregon Coast Community College and is responsible to the Board for the proper administration of the College. The Board of Education delegates to the College President the executive responsibility for administering the policies adopted by the Board of Education and executing all decisions of the Board of Education requiring administrative action."

OCCC Participatory Governance Structure

Figure 2.1

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 Charts, and areas of administrative responsibility and authority are documented in a Chart of 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 President provides for consideration of the views of faculty, staff, administrators, students, and community members through a wide variety of channels, which include:

- College Council (representative body for faculty, administration, staff, and students)
- Budget Advisory Committee
- Accreditation Steering Committee/Student Success Core Theme Team
- Instructional Leadership Team/Educational Pathways Core Theme Team
- Equity and Inclusion Committee
- Academic Support Knot (ASK, administrative support positions)
- Associated Student Government of OCCC
- OCCC Foundation Board
- President's Executive Team Meetings
- All Managers Group Meetings
- Student and Faculty/Staff Forums
- Individual meetings with students, faculty, and staff
- Standing public comment time at Board of Education meetings.

The following ORS statutes provide further details regarding the specified roles and responsibilities: ORS 341.290 describes the range of authorities and responsibilities for each community college district's local Board and provides the local Board the authority to establish district policies and procedures. The OCCC Board of Education articulates its policies in its Board Policies Manual. Key college-wide procedures and guidelines are available to all on the College Practices and Procedures webpage.

Supporting Documentation
BP 2200: Board of Education Duties and Responsibilities
BP 2430: Delegation of Authority to the College President
Chart of Responsibilities and Authority
Classified Collective Bargaining Agreement 2019-2021
College Council Webpage
College Practices and Procedures
Faculty Handbook
Faculty Collective Bargaining Agreement 2018-2021
OCCC Foundation Webpage

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.

Oregon Statute 341.015 addresses guidelines for community college districts. 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. The State of Oregon does not have a community college "system" as is the case in some 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. Members of administration participate actively in their respective statewide affiliation groups and inform the campus about current issues and policy planning.

Supporting Documentation
Higher Education Coordinating Commission Coordinating Role for Community Colleges
Board Policy Manual - Chapter 2: Board of Education
Board Policy Manual - Chapter 3: General Institution
ORS Guidelines for Districts
Oregon Department of Community Colleges and Workforce Development (CCWD) Website

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 the Northwest Commission on Colleges and Universities (NWCCU) and agrees to comply with these standards and policies as currently stated or as modified. President Birgitte Ryslinge has final responsibility to ensure compliance with the Commission's standards and to respond appropriately to the impact of updates and changes in the College's internal collective bargaining agreements, legislative actions, and other mandates.

OCCC monitors compliance with all legal restrictions, including state and federal policy, Commission standards, and pertinent agency standards that affect the accreditation of specific programs. OCCC remains informed of the Commission's standards by representation at the annual NWCCU meeting and other NWCCU training sessions and communications. The accreditation liaison officer (i.e., the Chief Academic Officer) and other attendees report to administration, faculty, and staff leaders to identify issues and implications for the College. OCCC's designated accreditation liaison officer is responsible for coordinating discussion among campus groups and identifying compliance as a campus priority in college planning, college and instructional operations, and resource allocation. College leaders are regularly updated on revised standards and implications and consult with commission officers and other colleges when issues need clarification

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 state and federal legislation for impact to community colleges and interfaces with NWCCU eligibility requirements and standards. College administration participates 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 are also informed of their roles in meeting the Standards.

The Board of Education understands 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 initial accreditation and has participated in trainings about the Board's role in 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.*

The responsibility for governance of Oregon Coast Community College resides with a single 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. Current Board members by zones and their terms are presented in the table below. Board duties include setting OCCC's strategic direction; establishing college policy; approving the operating budget; approving collective bargaining agreements; and appointing and evaluating the president (the chief executive officer) charged with implementing Board policy.

OCCC Board of Education 2019-2020   Table 2.2

Name	Zone & Approximate Area of Representation	Term of Service
Mr. Richard Emery	1: North County	05/16/2017 to present
Ms. Alison Nelson-Robertson	2: North County	05/21/2013 to present
Mr. Jeff Ouderkirk	3: Newport	05/19/1987 to present
Ms. Nancy Osterlund	4: East County	05/19/2015 to present
Ms. Chris Chandler	5: Newport	05/20/2003 to present
Dr. Cliff Ryer	6: Newport	05/21/2013 to present
Ms. Debbie Kilduff	7: South County	05/19/2015 to present

Board Policy Chapter Two addresses the roles, responsibilities and functioning of the Board. Board members have no contractual, employment, or financial interest in the College (BP 2200, 2310, 2715). They do not receive compensation or gain financially by their service to the College but serve as volunteer electorates. They may be reimbursed for actual and necessary expenses incurred in the performance of their duties (BP 2710, 2725). 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.

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.

Supporting Documentation
OCCC Board of Education Webpage
BP 2010: Membership
BP 2200 BOE Duties and Responsibilities
BP 2310: Regular Meetings
BP 2715: Code of Ethics Standards of Practice
BP 2725: BOE Member Compensation
BP 706: Ethical Conduct and Conflict of Interest
OCCA Board Handbook

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.*

BP 2715 identifies that board members may only exercise authority as a whole and Board of Education members understand their responsibility. No member or subcommittee of the Board may act on behalf of the Board except by formal delegation of authority by the governing Board as a whole. A quorum consists of a majority of Board of Education members (four of seven).

BP 2720 directs that the Board of Education may take action on matters before it only in public at a regular, special, or emergency meeting, except in those instances where action is permitted by law in executive session. The authority of the Board of Education may be exercised only as a Board and only at such meetings or closed sessions as are duly and legally constituted. Individual members acting in their individual capacities have no authority to commit the Board of Education or the President to any policy determination or course of action.

BOE members' understanding of this concept is consistently reinforced through professional development and board self-evaluation that addresses committee of the whole. The Oregon Community College Association (OCCA) provides annual trainings for new Board members, chairs, and vice-chairs which also address this area of compliance with Oregon statute.

Supporting Documentation
BP 2715: Code of Ethics Standards of Practice
BP 2720: Communication Among Board of Education Members
OCCC BOE Self-Evaluations: 2014, 2016, 2019
Oregon Community College Association Website

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. Board policies provide direction for all college operations. Board Policy 2410 describes the process by which the Board adopts policy, and the relationship of Board policy to administrative policy. 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 regularly and as needed. A new review cycle began in 2018-19 with approximately one-third of policies reviewed in each of the next three years. OCCC subscribes to a board policy service available through the Oregon Community College Association, which provides a crosswalk to state and federal laws, NWCCU standards, and board best practices.

Supporting Documentation
BP 2410 Board Policies and Administrative Procedures
Board Policy Manual

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 2430, 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. Pursuant to Board Policy 2435, the Board conducts full evaluations of the President in alternate years, and reviews goals with the President annually.

Supporting Documentation
2017 ORS 341.290 General Powers
Board Policy 2430: Delegation of Authority to the President
Board Policy 2435: Evaluation of the President
President Evaluation Process and Timeline 2019
President's Performance Reviews: Hard Copy Available on Request

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. Board Policy 2745 establishes that evaluation will occur at least every three years. In 2014 and 2016 the BOE completed the Board self-assessment instrument that is part of the Governance Institute for Student Success (GISS) initiative of ACCT. In 2019 the BOE changed to an internally developed self-assessment instrument based upon the ACCT guidelines.

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 Guidelines for Board Self-Assessment
BP 2745 Board of Education Self-Evaluation
OCCC BOE Self-Evaluations: 2014, 2016, 2019

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.

Oregon statute defines the broad authority given to community College Boards. OCCC Board Policy 2200: Board of Education Duties and Responsibilities 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 2200: Board of Education Duties and Responsibilities
Organizational Charts
Chart of Responsibility and Authority

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 2210 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. Dr. Ryslinge has 20 years of community college leadership experience. Prior to joining OCCC, she served for two years as a campus President at the Rock Creek Campus of Portland Community College, and for the six years prior as Dean of Instruction for that campus. Her previous community college experience was at Las Positas College in California. Dr. Ryslinge has served on numerous statewide commissions, has held executive committee positions for the past 4 years with the Oregon Community College Association, was appointed to the Governor's Task Force on Maritime Workforce, and is a Board member of multiple external Boards (Economic Development Alliance of Lincoln County, Northwest Oregon Workforce Board, Oregon Coast Aquarium, Yaquina Bay Economic Foundation, Newport Chamber of Commerce). In the 2019-2020 year, she is chairing the Oregon Presidents' Council.

Supporting Documentation
President Ryslinge Contract (available upon request)
President Ryslinge Resumé
BP 2210 Board of Education Officers

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.

As the organizational charts demonstrate, six executive level administrators (reporting to the President) supervise major areas: instruction, health and human services, student services, finance and operations, institutional advancement, and community engagement. In addition to the president, Oregon Coast Community College employs 15 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 41 full-time and 68 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, as well as capacity to manage the limited educational services currently fulfilled via contract with Portland Community College. The Chart of Responsibility and Authority 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. Curricula 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 Curricula Vitae
Organizational Charts
Chart of Responsibility and Authority

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 on the College website. In addition, academic policies specifically relevant to students are found in the catalog (available 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. Upon the recommendation of ILT, College Council has formally adopted PCC's Academic Policies and Standards, as a foundational framework.

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 each program's cohort of entering students.

Supporting Documentation
Board Policies
College Catalog 2018-19
Aquarium Science Student Handbook 2018-19
Nursing Program Student Handbook 2019-20
Student Handbook 2018-19
Medical Assisting Handbook 2019-20
College Council Minutes 5/10/2018
Syllabus Template
Faculty Handbook 2019-20

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.*

The College Library policies have been established regarding access to and use of Library resources. These policies are reviewed every two years for revisions and updates. Policies include: Access to and Use of Library Collections Policy, Access to and Use of Library Services Policy, Access to and Use of Library Spaces Policy, Access to and Use of Study Rooms Policy, OCCC Library Acceptable Use Policy, OCCC Library ADA Compliance Policy, OCCC Library Acquisitions & Collection Development Policy,

OCCC Library Copyright Policy, OCCC Library Intellectual Freedom Statement, and OCCC Library Privacy & Confidentiality Policy.

Library policies are published and kept in a binder at the Library Services desk and in the Librarian's office. 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. All library policies are also posted online on the Library webpage.

Policies regarding access to and use of OCCC Library Study Rooms are also posted in each of the six study rooms. The OCCC Library Acceptable Use Policy is posted in the Library Team Lab as well as in the Library near the computer stations.

Supporting Documentation
OCCC Library Policies

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.

During the 2018-19 academic year, OCCC officially adopted the academic policies and standards of PCC. This includes transfer credit policies that are published in the catalog. This adoption of the contracting college policies allows OCCC and PCC to remain in alignment for the duration of the contract. Upon independent accreditation, OCCC will review these transfer credit policies to determine any desired changes.

Until OCCC is independently accredited, PCC has final authority on the acceptance of transfer credits for OCCC students. As described in the Migration and Continuity Plan, training is on-going between OCCC staff and the PCC registrar and evaluation team members. Phase one of this training is complete and phase two is ongoing.

Supporting Documentation
College Catalog 2018-19
Official Transcript Process
PCC Transfer Credit Webpage
Migration and Continuity Plan

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.

OCCC adheres to policies and procedures regarding students' rights and responsibilities. This begins with Board Policy 820: Students Rights, Responsibilities, and Conduct. Information about students' 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. In March 2018, the College created a webpage regarding

Complaints, Feedback, and Appeals that is easily accessible in the Student Services menu on the College website. Additionally, the Student Consumer Information webpage contains this 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.

Blackboard Ally, an accessibility tool, has been integrated into Canvas, OCCC's LMS, to assist faculty in improving content accessibility and provide content in alternative formats as needed for students with accommodations or learners who prefer another format. For example, Ally can generate an audio file from a word document.

During the 2018-19 academic year OCCC hosted two AmeriCorps VISTA members. One VISTA member's project focused on the best ways to incorporate the principles of universal design into teaching and learning at OCCC, to give all learners various ways to master course content. The other VISTA member's project focuses on restorative justice as an alternative to the traditional and sometimes punitive model of student conduct used by many post-secondary institutions.

*Supporting Documentatio*n
College Catalog 2018-2019
Syllabus Template
Complaints, Feedback and Appeals Webpage
Student Consumer Information Webpage
BP 820: Student Rights, Responsibilities and Conduct
Student Handbook 2018-2019

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. 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 an academic advisor prior to registration in classes. OCCC advisors use the Multiple Measures model to place students at course levels most likely to support their success. Students desiring to enter the limited- entry programs must also complete a separate application process.

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
BP 403: Admissions
Multiple Measures Process (Click under 'Placement' Tab)
College Admissions Process
Nursing Program Student Handbook 2019-2020
Aquarium Science Student Handbook 2018-2019
College Catalog 2018-19: Underage Admissions
Satisfactory Academic Progress Website

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 a 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 which can be found on the Student Clubs and Organizations webpage.

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

During the 2018-2019 academic year, OCCC adopted a new course, J103: Introduction to Media Writing, and a faculty member is working with the inaugural class and college leadership to create a publication of the Journalism Club and a regular podcast.

Supporting Documentation
Student Clubs & Organizations Website
College Catalog 2018-19
Student Handbook 2018-19

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 2430: Delegation of Authority to the College President, 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. Chapter Seven of Board Policy enumerates additional Board policies 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 working conditions, use of College resources, employee benefits, ethics, compliance, hiring procedures, and student rights and responsibilities. OCCC continues to transition from paper documentation of human resource policies and procedures to an electronic presence on the Employee Resources website, 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 classified staff. The Employee Resource website will provide information that applies to all OCCC employees, with additional detail applicable to managers, technical and confidential staff. The labor contracts and employee resource website 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 Resources webpage is

available and being expanded as needed by Human Resources. There will be an annual review and updates as needed to this online resource.

Supporting Documentation
BP 2430: Delegation of the Authority to the College President
BP Chapter 7: Human Resources
Faculty Collective Bargaining Agreement 2018-2021
Classified Collective Bargaining Agreement 2019-2021
OCCC Faculty and Staff Webpage

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 Resources webpage, along with the faculty and classified 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 the President webpage.

The Personnel Action Form (PAF) documents actions that affect any aspect of employment. OCCC uses 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 employees for acknowledgement. The Confirmation of Teaching Assignment (CTA) communicates faculty teaching assignments and comes from the Office of Instruction. Human Resources generates the appointment document which provides assignment and payment information for a given term.

Supporting Documentation
Personnel Action Form (PAF)
Salary Increase Notification
Confirmation of Teaching Assignment (CTA)
Appointment Document
OCCC Faculty and Staff Webpage

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
BP 709: Personnel Records

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, Twitter, Instagram, 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 inaccuracies.

Supporting Documentation
College Catalog 2018-19
College Catalog 2018-19: Degrees & Certificates
OCCC Style & Marketing Guide
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.
- **Equity**: We embrace diversity and address the inequities and barriers that prevent people from learning and working to their full potential.
- **Integrity**: We act with honesty and authenticity to foster a culture of ethics and

respect that embodies our work and serves the community.

OCCC advocates, subscribes to, and seeks to exemplify high ethical standards in managing and operating the College and in its dealings with the public, the Commission, and external organizations. Board of Education policy addresses Ethical Conduct, Conflict of Interest (Board Policy 706) and Board of Education Duties and Responsibilities (Board Policy 2200). 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. 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 (17-18), Conflict Resolution, pg. 52
- Classified Employees, Article XIV of the CBA
- Faculty, Article XXV of the CBA
- Employee Grievance procedure

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 of Education Duties and Responsibilities (BP 2200) 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
2019 OCCC Budget Committee
Faculty Collective Bargaining Agreement 2018-2021
Classified Collective Bargaining Agreement 2019-2021
BP 2200: Board of Education Duties and Responsibilities

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 (BP 706), as outlined and defined in ORS 244.320.

Oregon Statute ORS174.109 defines "public official" 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 their 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 receive this information electronically for acknowledgement.

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.

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 "Status of OCCC Programs and Services."

> *Oregon Coast Community College has been granted Candidacy status, the final stage prior to independent regional accreditation. The announcement was made Thursday, July 26, [2018], by Sonny Ramaswamy, President of the Northwest Commission on Colleges and Universities (NWCCU)…Candidate for Accreditation is a pre-accredited,*

affiliate status with the Commission. Candidacy status indicates that an institution meets NWCCU Eligibility Requirements, substantially meets NWCCU Standards for Accreditation, and is progressing toward Accreditation with the confidence of the Board of Commissioners that the institution will meet all accreditation criteria within the timeframe remaining for attaining Candidacy. However, it does not imply or ensure eventual accreditation by the Commission.

The Nursing program (Associate 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 2018 and extended approval through February 2020.

The Certified Nursing Assistant Level 2 program has been approved by the OSBN since February 2012. The most recent approval review occurred in February 2018 and extended approval through February 2020. 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 2018 and extended accreditation through May 2023.

Supporting Documentation
2019 OCCC/PCC Educational Services Agreement
OCCC Accreditation Status Webpage
College Catalog 2018-19
AAS Nursing Program OSBN Approval Letter 2014
Nursing Assistant Level 1 Program OSBN Approval Letter 2018
CNA Level 2 Training Program OSBN Approval Letter 2018
Emergency Medical Technician (EMT) CCWD Accreditation Letter 2018

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 6340. 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, unless a sole-source exception exists.

Supporting Documentation
Model Contracting and Purchasing Rules
2015 ORS 279A.060: Local contract review boards
BP 6340: Bids and Contracts

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 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 2018-21 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 2018-19, Student Handbook establishes that "students have the right of free discussion, inquiry, and expression," further supporting the Board Policy on Academic Freedom.

Supporting Documentation
BP 400: Academic Freedom
Faculty Collective Bargaining Agreement 2018-2021

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.

> *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 College seeks to educate its students in the democratic tradition, to foster recognition of individual freedoms and social responsibility, and to inspire meaningful awareness of and respect for a collaborative learning environment. (Faculty Handbook)*

OCCC further supports independent thinking and expression through its Williams Lecture Series, 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 2018-19
Faculty Handbook
BP 400: Academic Freedom
Williams Lecture Series 2019 Poster

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 opinions. 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.

OCCC Board of Education Policy 400: Academic Freedom, notes the following: "OCCC instructors are responsible for exercising judgment in selecting topics of educational value for discussion and learning consistent with course requirements, goals, and desired outcomes."

Supporting Documentation
BP 400 Academic Freedom

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.

Financial policies adopted by the Governing Board regarding oversight and management of financial resources are found in OCCC Board Policy Chapter 6. These policies were most recently updated in March 2019. Additionally, the College follows Oregon's 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 budget development process, January through May. 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, heavily during the annual budget process, but also at other times of year as topics arise. Parties to the various discussions include the Board of Directors, the OCCC Budget Committee, management, the College's internal Budget Advisory Committee, the labor relations teams and staff, faculty, and students during annual budget forums. 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 of 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 at the start of a new State biennium, or if potential changes to the distribution formula are announced.

Supporting Documentation
Oregon Local Budgeting Manual
BP Chapter Six: Business and Fiscal Affairs

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 15 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 726 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. As of the summer of 2019, the College has the capacity to assume all services currently provided by PCC. The College has strengthened the focus of a mid-management position to assume the oversight of Financial Aid, received Board of Education approval to contract with a third-party service provider for financial aid packaging, and added a new mid-level management position to oversee the Registrar functions of the institution and provide coordination of its curricular and assessment processes. 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 position detail to the public along with application process.

We are committed to ensuring that all recruitments are conducted in a manner consistent with our values. The documentation for the two recruitment processes (search committee and panel) are found on the Faculty and Staff Resources page.

Supporting Documentation
Organizational Charts
2019 OCCC/PCC Educational Services Agreement
OCCC Employment Opportunities Website
Position Description – Facilities Technician I
Position Description – Nursing Faculty
Faculty and Staff Resources Page

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, classified employees, and faculty. Faculty evaluation is covered in detail in 2.B.6 Faculty Evaluation.

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 90 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 provide 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, three-year assessment
Employees who are not on 90-day probation shall receive assessments annually for the first three years 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 and 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 Association of Community Colleges (AACC) statement on Competencies for Community

College Leaders and cross walked with OCCC's management commitment to student and institutional success. The assessment timeline structure is the same as the classified/confidential, with three-year annual assessment and off-cycle goal setting. There is an option to include feedback solicited from a cross-section of employees of the College for this employee group.

Supporting Documentation
Performance Assessment: Classified/Confidential Staff – 90 Day Probationary
Performance Assessment: Classified/Confidential Staff
Performance Assessment Guidelines: Classified/Confidential Staff
Performance Assessment: Executive/Manager/Technical Staff
Performance Assessment Guidelines: Executive/Management/Technical Staff
AACC Competencies
Management Commitment for Student and Institutional Success

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.

College Wide In-Service: Two days of college in-service per academic year. These college-wide in-service days provide topical training and campus community development. It offers a forum for participants to share best practices and ask interdisciplinary and interdepartmental questions.

Teaching and Learning Day: This all faculty in-service day takes place in the fall and focuses on emerging educational practices and the assessment of student learning.

Professional Development Education Leave: 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 and videoconferencing are enabling faculty and staff to participate in professional development activities that would otherwise be cost or time prohibitive.

Online Training/Resources: 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, Clery Act, Drug Free Workplace, and Sexual Harassment, along with Title IX and Sexual Misconduct. Training completion is electronically tracked. The Library also provides a variety of materials for faculty and staff training, both online and in the Library.

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 2018-2021). Depending on available funds, the College offers faculty and staff college tuition waivers and partial tuition reimbursement.

Employee Directed Professional Development: OCCC provides support for professional growth and development. Faculty have peer-reviewed application process with a rubric for consistent

evaluation of applications. Staff will continue with the current practice of either an employee request to a supervisor or a supervisor offering an opportunity.

Faculty and staff are encouraged to share development and knowledge gained away from the College. The venues available for this sharing include department or unit meetings, in-service, College Council, brown bag lunches, or informal discussions with colleagues. Recently faculty attended a conference on Open Educational Resources and presented the knowledge gained on the trends in this area with the College Council.

Supporting Documentation
Tuition Waiver Form
Faculty Collective Bargaining Agreement 2018-2021
Professional Development Application

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 College 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 13 full-time and 56 part-time faculty. The College continues to develop its base of full-time faculty: in 2016 two positions were added to the existing ten, and a 13th full-time faculty position (Early Childhood Education) began in Fall 2018.

While full-time faculty steward the institutional curricula, and serve in active roles in participatory 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 (e.g. CoCo, ILT, CTE Advisory Committees, and Equity and Inclusion, etc.) and collectively contribute to curricular oversight and assessment.

Oregon Coast Community College independently employs all faculty. The OCCC-PCC 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 through PCC Subject Area Committees for all shared curriculum areas.

College 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, 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 PCC curriculum and, per the OCCC-PCC Educational Services Agreement, relied upon PCC faculty for formal assessment of learning outcomes and for curricular oversight. In AY 2018-

19, OCCC adopted a process for the review of instructional programs (SPAR) and established a timeline for the frequency of instructional program review.

Supporting Documentation
PCC Instructor Qualifications Website
Organizational Chart: Academics and Workforce
Assessment Plan

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.

The College's expectations of faculty responsibilities and workloads are commensurate with the College's expectations for teaching, service, and scholarship. The College recognizes that full-time 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-time 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 engaging in activities that promote and support student success, including mentoring students, support for College priorities and programs, faculty development, and other activities as directed by the Chief Academic Officer/designee. The College expects all these duties to be focused on improvements in Student Success and Core Theme achievement. 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
Faculty Collective Bargaining Agreement 2018-2021

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. 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 (CBA) 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 participation in professional development activities to maintain currency. Article XXI addresses evaluation methods, as follows:

A variety of evaluation methods are used, including but not limited to classroom observation by the Chief Academic Officer, 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 are evaluated annually by the Chief Academic Officer or 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 Chief Academic Officer, the Director of Health and Human Services and Careers, or designee, prepares a written report of an evaluation to be signed by both parties. 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, administered in every course every term, are reviewed by the supervisor and shared with the faculty member.

The evaluation process at OCCC varies by faculty status.

> **New full-time probationary faculty**: Full- and three-quarter-time faculty are in probationary status during their first three years of employment. During this period, the Chief Academic Officer or the Director of Health and Human Services work with faculty to ensure their successful integration into the College. Classroom observations and student evaluations are completed regularly, and yearly professional development goals are crafted jointly between the faculty member and their supervisor. Faculty in their first year of service are encouraged to focus on their teaching responsibilities, and in years two and three assume greater departmental and college-wide service responsibilities. Given the small size of the institution, and considering the experience of the individual, some probationary faculty assume departmental leadership roles within their first year. At the conclusion of the three-year probationary period, faculty are recommended for continuous appointment status or are released by the institution.

Continuing full-time faculty: Evaluations of full-time faculty are completed by the Chief Academic Officer, 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, due to transitions in instructional leadership and turnover among part-time faculty. To ensure the timely evaluation of faculty, the College added a new instructional manager in October 2018 (the Associate Dean of Academics and Workforce). This position has responsibility for part-time faculty evaluations. With the addition of this position, the college has made significant progress in the evaluation of part time faculty (during AY 2018-19, 90 percent of new part-time faculty were evaluated in the first term of teaching and 50 percent of continuing part-time faculty have been evaluated in the last five years). There is a plan in place to evaluate the remaining part-time faculty in AY 2019-20.

Supporting Documentation
Faculty Handbook
Faculty Collective Bargaining Agreement 2018-2021
Faculty and Staff Resources Page: Human Resources
Part-Time Faculty Evaluation Schedule

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 identifies and publishes expected course, program, and degree outcomes, and its credits and degrees are based on student achievement and reflect norms or equivalencies in higher education.

Certain transfer degrees (e.g., AAOT and the ASOT-Business) offered by community colleges in 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.
Degree and Certificate programs are approved through the college curriculum development process (see Standard 2.C.5). Until OCCC is independently accredited, degree and certificate programs are further reviewed by PCC per the Educational Services Agreement. Once approved through the college curriculum development process, degree and certificate programs are forwarded to the Oregon Office of Community Colleges and Workforce Development (CCWD) for approval by the state.

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.

All OCCC Career and Technical Education programs have local advisory boards. Each CTE program's advisory board reviews all degree and certificate curricula for appropriate content and rigor.

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 boards 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. OCCC faculty ensure that students achieve educational objectives and assure the integrity and continuity of academic programs.

Supporting Documentation
Aquarium Science Local Advisory Committee Minutes 2019
Aquarium Science National Visiting Committee Report 2019
Assessment Plan
College Council Minutes 2018-19
College Catalog 2018-19
Curriculum Process
Early Childhood Advisory Board Committee Minutes 2018-19

Instructional Leadership Team Minutes and Resources 2018-19
NCLEX Program Report 2017-18
Nursing and Health Occupations Advisory Board Committee Minutes 2018-19

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 has established intended learning outcomes for all courses, and all degree and certificate programs, including programs adopted from PCC (i.e., AAS Accounting and AAS Administrative Assistant, AAS Early Childhood Education, and Early Childhood Education Career Pathways Certificate), programs native to OCCC (e.g. AAS Aquarium Science and Aquarium Science Certificate, Medical Assisting Certificate, AAS Nursing and Nursing Assistant), and statewide programs (e.g., AAOT and ASOT-Business).

All learning outcomes for degrees and certificates are posted 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.

OCCC's academic standards require that course outcomes be listed on every syllabus. The intended 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 upon request.

Supporting Documentation

Aquarium Science Student Handbook 2018-19
College Catalog 2018-2019
Medical Assisting Program Student Handbook 2019-20
Nursing Program Student Handbook 2019-20
OCCC/PCC CCOGS
Syllabus Template 2019-2020

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 & 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 the 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)
- Early Childhood Education (90 credits)
- Nursing (91 credits)

Oregon Coast Community College 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, early childhood education, 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)
- Entry Level Accounting Clerk (14 credits)
- Early Childhood Education (37 credits)
  Nursing Assistant Level 2 (37 credits)

Supporting Documentation
College Catalog 2018-19
2019 OCCC/PCC Educational Services Agreement

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. 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 589-006-0050)

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 a local advisory board—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. The College's 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 on 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 and detailed application processes for each limited-entry career and technical program.

Supporting Documentation
Higher Education Coordinating Commission, Community Colleges and Workforce: Academic Program Approval for Oregon Community Colleges
Aquarium Science Local Advisory Committee Minutes 2019
Aquarium Science National Visiting Committee Report 2019
Nursing and Health Occupation Advisory Board Committee Minutes 2018-19

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.

Oregon Coast Community College faculty exercise a major role in the design, approval, implementation, and revision of the curriculum. All new and revised courses are initially presented to the Chief Academic Officer and once authorized are moved on to the OCCC Instructional Leadership Team (ILT) for review of breadth, depth, sequencing of courses, and synthesis of learning. ILT advances recommendations to the College Council. Here the recommendations are examined and discussed, with the faculty taking the lead.

Once approved by the College Council, courses are put on the agenda for the PCC Curriculum Committee, and OCCC faculty and administrators present the proposed course to the PCC Curriculum Committee and, if approved, it is submitted to CCWD through Webforms as outlined in the Oregon Community Colleges Handbook and Planning Guide. After CCWD approval, courses are included in the OCCC Catalog.

Faculty have sole responsibility for fostering and assessing student achievement of clearly identified learning outcomes. In 2018-19, the Assessment Plan was completed, which extended assessment of course and program learning outcomes to all disciplines. Faculty aligned course learning outcomes to discipline and program learning outcomes, and designated assessment methods. Assessment of learning outcomes occurs on a quarterly basis for all courses offered. Individual faculty assess outcomes in their courses, with annual collaborative meetings between faculty groups to analyze and evaluate results within disciplines and programs.

The Chief Academic Officer and the Director of Health and Human Services Careers hire, supervise, and evaluate faculty. Faculty participate in the new hire search process by serving on screening committees that forward finalist candidates for open positions. 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, determines which candidates to interview, and makes recommendations to move them forward to the President. When hiring for part-time faculty positions, faculty members are involved in the interview process, with the Associate Dean of Academics and Workforce and CTE Director making the final decision.

Supporting Documentation
Oregon Community Colleges Handbook and Planning Guide

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.

College faculty and library staff work together to ensure that library resources are integrated into the learning process. The Librarian contacts faculty each quarter to ask for material suggestions within their subject area, so that they can use the material in their classes or place materials on Course Reserve for the following quarter.

Thirty-two OCCC faculty completed the Faculty Survey of Resources in May 2018, which asked what type of resources were being used frequently in their teaching. Database articles were selected by 64 percent. Books and other physical materials were chosen 56 percent of the time, along with films also at 56 percent.

Library staff post information on new materials via social media, such as Facebook, so faculty can be aware of the new acquisitions in the Library. Additionally, faculty are notified by email when something is added to the collection in their subject area. Also, beginning in the fall of 2018, featured items were brought to College Council to allow faculty to preview and check out brand-new items, not yet in the catalog.

Supporting Documentation
Faculty Survey of Resources
OCCC 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.

Oregon Coast Community College 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. These policies are described in OCCC's catalog. Credit for prior learning is part of PCC's academic policies and standards handbook which OCCC adopted as its own at the May 2019 College Council meeting.

Upon independent accreditation OCCC will not be bound by PCC's policies and may choose to amend its credit for prior learning policy. If so, OCCC will comply with the NWCCU 25 percent limit on credit for prior learning and the Oregon Higher Education Coordinating Commission's Oregon Credit for Prior Learning Standards. American Association of Collegiate Registrars and Admissions Officers standards will be consulted regarding the transcription of these credits.

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 file transfer protocol (FTP) for evaluation. Non-traditional credits come from other sources such as College Level Examination Program (CLEP) scores or a military transcript.

Application for non-traditional transfer credit requires a form and a ten-dollar 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.

The College adheres to the Transfer Credit Standards and Processes of PCC in accepting transfer credits from other accredited institutions. At the May 2019 College Council meeting, OCCC officially adopted the credit guidelines contained in the PCC academic policies and standards handbook. Although PCC has final authority on the acceptance of transfer credits for OCCC students, OCCC staff have received initial transfer credit evaluation training and have begun parallel evaluation processes.

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 and George Fox University for their RN to BSN programs 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 juniors. Students graduating from the Medical Assisting Program are able to pursue a Bachelor of Science in Health Care Management, Administration Option at Oregon Institute of Technology (OIT).

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 Certificates offered at OCCC demonstrate integrated courses of study that help students develop the breadth and depth of intellect to become more effective learners and prepare 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.

The College 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 OCCC-PCC 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 2018-19
CCWD Degree Requirements
PCC Standards for Related Instruction
Related Instruction Template
Aquarium Science Certificate Related Instruction Forms
Practical Nursing Certificate Related Instruction Forms

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 does not offer baccalaureate degree programs.

Currently, under the OCCC-PCC Educational Services Agreement, general education courses must align with the PCC General Education/Discipline Studies Philosophy and Outcomes criteria. The General Education/ Discipline Studies philosophy and outcomes are aligned to PCC's institutional core outcomes.

In 2018-19, as part of the transition for curriculum control after independence might be achieved, OCCC faculty adopted the Discipline Learning Outcomes published in the Oregon CCWD Faculty Handbook and Planning Guide, recommended for general education courses. Learning outcomes were adopted in the following general education disciplines: Arts and Letters, Cultural Literacy,

Mathematics, Science or Computer Science, Social Science, Speech and Oral Communication, Writing and Information Literacy. Coursework in each of these areas supports student achievement of these outcomes, with students gaining proficiency as multiple courses within the discipline are completed.

These discipline learning outcomes relate directly to the broad transfer degree program outcomes, which were established state-wide and adopted by all community colleges offering the common transfer degree curriculum. Transfer degree outcomes include communication skills, problem-solving skills, cultural awareness, social science, and science skills. As such, the broad discipline learning outcomes are directly correlated to the degree outcomes. OCCC general education faculty assess course and broader discipline outcomes each quarter, providing an understanding of student integration of learning over time through the completion of a group of discipline courses. The assessment s of discipline learning outcomes culminates with the assessment of transfer degree outcomes upon program completion.

Supporting Documentation
College Catalog 2018-19: Degrees and Certificates
Discipline Learning Outcomes for General Education Courses
Assessment Plan
Migration & Continuity Plan
Oregon Community College Handbook and Planning Guide
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.*

The College 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 Standard 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 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 related instruction with a minimum of 48 hours in each of the three areas of computation, communication, and human relations.

Oregon Coast Community College 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
Practical Nursing Certificate Related Instruction Forms
NUR 141 Course Outline with Related Instruction
NUR 142 Course Outline with Related Instruction

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." Many Lincoln County residents face barriers to education, such as language and immigration status, as well as intergenerational poverty contributing to low rates of college completion. 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, support of small business through special programming is also aligned with OCCC's mission and goals. The OCCC Small Business Development Center plays a central role in supporting the success of small businesses. For example, over each of the past four years (2015 through 2018), the SBDC delivered an average of 884 hours of small business counseling to more than 172 local business owners. Further, the SBDC helped create an average 13 jobs and helped retain 33 jobs in the county each of those years. 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 Studios, funded by the county and the local Economic Development Alliance. These offer cutting-edge photo, video, and audio equipment and resources to entrepreneurs as well as the OCCC student body.

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. This is additionally evidenced by a wide array of offerings in small business management and operations, such as beginning and advanced QuickBooks instruction for accounting, and a lineup of progressive social media marketing courses, along with workshops on topics ranging from business law to emotional intelligence, and leadership to Construction Contractors Board (CCB) Licensure. It is also 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
OCCC Community Education

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.

Oregon Coast Community College 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 Marketing & Community Engagement, 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, along with guided practice and opportunities for small group and individualized learning. The OCCC general fund supplements the federal Workforce Investment Opportunity Act (WIOA) 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 resulting data is reviewed by the program director and instructors, helping to determine how subsequent sessions might be more effective and impactful.

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 SBM program is counted as 1.0 FTE, which is a policy:

- Guided by generally accepted norms for curriculum in Small Business Management programs across Oregon

- Aligned with 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 individual 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. 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. 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 is 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) course enrollment, course outlines, and contact hours for students in the ESOL program.

Capt. Jim Kusz, left, and Alison Robertson each received awards from the Oregon Association for Community and Continuing Education in 2018. Kusz teaches 'Disaster Preparedness for the Pacific Northwest,' while Robertson is Economic Development Director for the City of Lincoln City, which has provided $20,000 in scholarships to OCCC SBDC clients for the past six years.

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, and 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. The resources listed below were developed based on the demographics of OCCC's service district, national best practices, and feedback from student forums and surveys.

Academic Orientation — orientation is mandatory for all students new to OCCC.

Access to Feminine Hygiene Supplies — free feminine hygiene items are available in all student accessible restrooms regardless of gender to assist those who may not have funds to otherwise procure these items.

Aviso Retention — our student engagement and retention software provides for early alert and recognition of student achievements.

Career and Transfer Readiness Center — provides open access career coaching and assistance in transferring to other institutions.

Computer Labs — labs are available at OCCC's Central County Campus and North County locations and within OCCC's Library.

Degree Audit — Oregon Coast Community College is exploring the Conclusive Systems Advisor product as a degree audit solution. This is the same product used by schools in the Campus Nexus consortium. Funds have been budgeted for the implementation during the 2019-2020 academic year.

Disability Services — accommodative services are available to meet the needs of students with documented disabilities.

Early College Orientation — this orientation is mandatory for all high school students participating in Early College.

Grab and Go Food Items — free food items are supplied by the Associated Student Government (ASG) for all students, to assist those experiencing food insecurity.

Mandatory Academic Advising — academic advising is mandatory for students each term they attend OCCC.

Math Lab — open access math help is available to students each term, as well as web-based synchronous tutoring available via the Zoom platform.

OCCC Library — The Library offers research and information literacy services to students, faculty, and community members. The Library also loans some textbooks, calculators, and laptops to students.

Pave Your Way to Success — students without either an accepted financial aid offer, third party payment, or installment plan are dropped from classes before incurring any financial liability to OCCC.

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

Study Areas — individual and group study rooms are available at OCCC's Central County Campus and North County location.

Testing Services — proctoring services are available for make-up tests, online classes, disability accommodations, and placement testing.

Tutoring Center — tutors provide free services to currently enrolled students.

Wellness Week — activities are sponsored by the Associated Student Government each term during the week prior to finals designed to reduce stress and promote work/school/life balance.

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

Your College Store — provides textbooks, supplies, as well as hot meals and snacks to the campus community.

Supporting Documentation
Advising Webpage
Student Handbook 2018-2019
OCCC Library Webpage
Testing Services

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 of 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 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 annual crime statistics as directed by the Higher Education Opportunity Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. These crime statistics are for all three of the College's locations and are published on the Facilities and Public Safety page of the College website. They are also made available upon request from the Office of Facilities and Public Safety.

Portland Community College, as our contracting college, is required under the Clery Act to include OCCC's crime statistics in its Annual Security Report (ASR). Once OCCC begins issuing financial aid under Title IV, an Annual Security Report (ASR) will be completed. Work on a template for that report is underway.

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, the College 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 students, faculty, and staff. As such, College safety efforts are supported by the campus Safety Committee and the formation of an Essential Building Personnel (EBP) group is planned. The College's emergency-related response plans are regularly reviewed and updated and are available both online and through the Office of Facilities and Public Safety.

Supporting Documentation
BP 212: Title IX, Gender-Based and Sexual Misconduct
BP 703: Sexual Harassment
Gender-Based and Sexual Misconduct Policy
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.

Oregon Coast Community College is an institution with open admissions that recruits primarily from local high schools with the Navigate Program and through the Juntos Hispanic outreach program. The College orients students to ensure they understand 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.

In 2016 the College created the Navigate Program and hired a Navigate Program Manager to enhance student information resources and increase student access to clear and detailed information about the opportunities provided to them at OCCC. The Navigate Program was expanded in 2018-2019 to include a 1.0 FTE, Navigate Outreach Specialist which provides greater presence in local high schools. The Navigate Program Manager continues to work closely with high school counselors and other contacts including agencies interested in education attainment for their constituencies, i.e., the U.S. Coast Guard and Job Corps, and to manage the Juntos program, which introduces Latina/o/x students and their families to the culture of college. The 2018-2019 academic year resulted in an additional community partner, Lincoln County Public Health, collaborating with OCCC at a Juntos event. The Navigate Program webpage and Facebook community also provide information for prospective students.

In spring 2018 OCCC began on-site high school matriculation sessions, that included orientation, advising, registration, and financial aid assistance for senior students. Academic advisors and financial aid staff conducted on-going outreach to these students over the summer which included an email campaign, phone calls, mailing post cards, and individual tracking of financial aid requirements. The effort culminated in this group of students attending OCCC's Sharkbytes event, designed to familiarize new students with OCCC's facility, faculty, staff, services and to build student confidence to promote success. These events and follow-up continue for the 2019-2020 year with the addition of an AmeriCorps Connect2Complete member, who will work with Student Services staff and recently matriculated students to conduct workshops and other events to ensure students are aware of degree/transfer requirements and campus resources.

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 the Multiple Measures model and to ascertain career and academic goals and financial preparedness. Next, students attend a mandatory small-group academic orientation where they are assigned an academic advisor and provided the information and resources they need to be a successful OCCC student. Also, at this academic orientation students log in to their myOCCC portal and register for classes. Limited entry CTE programs also conduct program specific orientation for students.

Academic advising is typically required each term at OCCC to ensure students understand degree or certificate requirements, and graduation and transfer policies. The advising website also has information for current students regarding degree and certificate requirements, careers, and transfer. To clarify roles in the onboarding of students and early in the term engagement events, an advising handbook is being drafted. This publication will be finalized by January 2020.

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.

111

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 Instructional Leadership Team, College Council, Program Advisory Board members, and the OCCC Board of Education.

OCCC works closely with PCC to develop the plan for suspension and ensures that the plan is presented to PCC's Degree and Certificate Committee for approval before proceeding with initiating the process via notification to 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 degree. A time limit for completion is set according to program requirements, normally ranging 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: Institutional mission and core themes; Entrance requirements and procedures; Grading policy; 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; Names, titles, degrees held, and conferring institutions for administrators and faculty; Rules, regulations for conduct, rights, and responsibilities; Tuition, fees, and other program costs; Refund policies and procedures for students who withdraw from enrollment; Opportunities and requirements for financial aid; and Academic calendar.

The College publishes a catalog and makes widely available on the College website the required Catalog information. Links to the information are provided in supporting documentation.

During the 2018-2019 academic year, OCCC implemented an accessible online catalog which features the option to easily download the catalog as a PDF document. Additionally, the College regularly updates its website with information for students, staff, faculty, and community members. Below are links to the information in the web version of the College catalog.

Catalog Links

Supporting Documentation
College Catalog 2018-2019

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 college website, with information also accessible through the College catalog and department brochures. These publications are regularly reviewed for accuracy.

Oregon Coast Community College's programs with selective entrance requirements include: Aquarium Science, Early Childhood Education, Emergency Medical Services, Medical Assisting, Nursing, and Nursing Assistant. The academic content for these limited-entry programs, including course sequences, is outlined using curriculum maps that indicate starting points, as well as degree, certificate, and career pathway options. The Aquarium Science, Nursing, and Medical Assisting 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 curricula that have been subsequently approved by PCC.

The College's catalog and website include information on course descriptions, learning outcomes, course sequencing, application processes, and 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.

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.

The College fully complies with the Family Educational Rights and Privacy Act (FERPA) requirements regarding student records confidentiality. Per the OCCC-PCC Educational Services Agreement, the College complies with the privacy policies of Portland Community College regarding the release of student information and, per PCC policy, provides 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 for viewable student records by authorized users.

Regular and temporary employees, including student workers, are trained regarding FERPA compliance. Since the 2017-18 academic year, OCCC has been utilizing an online training platform, SafeColleges, and FERPA training is required for all employees. OCCC has found the online training model beneficial as it captures all employees rather than only those able to attend face-to-face 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.

Oregon Coast Community College utilizes scanners and a secure FTP account to transmit official transcript information to PCC, per the OCCC-PCC Educational Services Agreement. At this time scanned records are archived on a server. The scanners purchased by OCCC are compatible with imaging systems the College will use when it implements records imaging with the new ERP. At that time scanned documents will be connected with the student record. Student paper files are stored in locking file cabinets in a secured, staff-only records room.

The College complies with federal and state records retention requirements for student records specifically detailed for Oregon in Oregon Administrative Rule, Chapter 166-450-000 to 166-450-0125.

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.

Per the OCCC-PCC Educational Services Agreement, OCCC currently 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 easy 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.

As OCCC contemplates independent accreditation and migration to a new ERP, planning and systems are in place for continuity of financial aid services for OCCC students. OCCC has contracted with a third-party financial aid processor, Global Financial Aid Services, who is a strategic partner and fully integrated with Campus Management (the new ERP provider), for processing and Return to Title IV services. An existing management position has been restructured to assume Financial Aid Administration (FAA) responsibilities. OCCC will retain its full-time Financial Aid Specialist who will continue to assist students in navigating financial aid processes. The Migration and Continuity Plan details the timeline for specific actions related to financial aid.

Prospective students are served through the Navigate Program, which focuses on outreach to first-generation, low-income, and other marginalized populations. Through the Navigate Program OCCC participates in College Application Week, outreach events including financial aid nights at local high schools, and FAFSA preparation events at OCCC for prospective and current students. Current students can meet with the Financial Aid Specialist at the academic orientation and are encouraged to participate in FAFSA-preparation events offered at the College. The Financial Aid Specialist is also available to prospective and current students at the Student Services counter and by individual appointment. One new component of the Navigate Program, added in 2018-19, is enhanced communication for new students coming to OCCC from local high schools. Rather than relying on students to check their portal for their next financial aid steps, postcards were mailed, calls were made, and for the 2019-20 academic year OCCC will be using text messages to reach students coming from the local high schools individually. OCCC plans to scale up texting to all students after the new ERP and its accompanying customer relationship management tool (CRM) are in place.

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 and outside resources available to finance their education (scholarships). This information is made available on the financial aid webpage and in the College catalog, through email notifications, and other means. Two institutional scholarships are worthy of note. 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 renewable, full-tuition scholarships 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 grant fund to assist students with emergency needs that cannot otherwise be met with other funds. A continuity of services plan is in place to ensure continuity of services for students when OCCC achieves independent accreditation.

Supporting Documentation
College Catalog 2018-19
Financial Aid Checklist
Navigate Program
Scholarships
Serve, Earn and Learn (SEAL) Scholarship 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. Under the Educational Service Agreement between the two institutions, OCCC students for the purposes of federal financial aid are considered Portland Community College students and thus are integrated into PCC's loan default rate. PCC recently performed an analysis breaking out OCCC students' default rate. For fiscal year 2015, the first time OCCC students could be broken out, the analysis revealed that 29 students were in repayment and eight were in default status. This translates to a cohort default rate of 27.6 percent. Characteristics of these defaulters will be reviewed, and the college is researching best practices and cutting-edge tools to provide interventions.

Oregon Coast Community College 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.

To provide accurate and timely information to students, the Financial Aid Specialist has access to PCC's system. This individual participates in outreach events for prospective students and along with advising staff conducts new student orientations. The 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.

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 was created during the 2017-18 academic year and its use was 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 Migration and Continuity Plan shows the timeline for specific actions related to financial aid.

Supporting Documentation
College Catalog 2018-19
Financial Literacy Webpage
2019 OCCC/PCC Educational Services Agreement
Migration and Continuity Plan

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.

Oregon Coast Community College has three highly qualified, experienced academic advisors representing 2.5 FTE who provide academic guidance to all OCCC certificate and 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. Another advisor is a past member of the National Career Development Association, which provides 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. Additionally, twice a month there is a group meeting between all advisors and members of the Student Services Management Team focused on continuous improvement. In order to ensure consistency and avoid implicit bias as new employees are onboarded, an advising handbook is being drafted. This publication will be finalized by January 2020.

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 advisors and the Financial Aid Specialist. 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 process.

Academic orientations 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 online 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. OCCC has budgeted for the implementation of its own degree audit system — a Conclusive Systems Advisor product. This is the same system used by schools in the Campus Nexus consortium. Implementation will commence after the February 2019 implementation date for the Student module of Campus Nexus.

Academic advisors and faculty use Aviso Retention, student engagement and retention software, to enhance communication and provide for early alerts to facilitate early intervention by the academic advisors.

Members of the Student Services Management Team participated in a statewide assessment summit during the 2017-18 academic year. During the 2018-19 academic year OCCC developed an assessment tool and rubric for Service Area Program Reviews. The Library piloted the use of these materials and the tools/rubric were revealed to all service areas at OCCC's Spring 2019 in-service. The Department of Advising will be undergoing evaluation using the Service Area Comprehensive Review in AY 2019-20. OCCC staff received focus group training from Elizabeth Cox Brand, Executive Director of the Oregon Student Success Center, who also conducted a student focus group which provided some feedback used to enhance OCCC's advising program.

Supporting Documentation
National Academic Advising Association (NACADA)
Advising Website
GradPlan
Career and Transfer Readiness Center
Student Handbook 2018-2019

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, supports, 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 this 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 in the third week of Fall Term. Below is a current list of active student organizations and clubs:

- Associated Student Government (ASG)
- Costuming Club
- Drama Club
- Eco-Green Club
- Gaming Club
- Gender Sexuality Alliance Club
- Phi Theta Kappa Honor Society (PTK)
- Sea Fans (students with aquarium science related interests)
- Science Technology Engineering and Math (STEM) Club
- Student Nurses Organizations (SNO)
- Waves Literary Journal

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. Some examples are the Red Cross blood drive, Project Homeless Connect, Foster Teen Holiday Drive, PTK/Library Book Sale, etc.

During the 2018-19 academic year, OCCC adopted a new course, J103: Introduction to Media Writing, and a faculty member is working with the inaugural class and journalism club to produce a student publication and regular podcasts.

Supporting Documentation
Student Clubs & Organizations webpage
Waves Literary Journal
Student Handbook 2018-19

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 received when the store was under construction in 2012 centered, not surprisingly, on food preferences. Your College Store continues to contribute to the OCCC mission and student success by providing students and visitors with access to services and refreshments. YCS enhances the learning environment by its central location in the Newport Commons, providing 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 service over the past three years.

YCS is operated by OCCC at the Central Campus location. The campus location is somewhat remote, so the store serves a vital function as a convenience store, providing reasonably-priced food including hot lunch specials, fresh fruit, fresh packaged goods, a salad bar and a variety of beverages. YCS also stocks basic school supplies and OCCC-branded 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
BP 6900: Auxiliary Services Including Bookstore
YCS Feedback

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. Regardless of the student organization or co-curricular activity the same admissions, academic, and financial aid standards are applied to those involved as to those not involved.

Supporting Documentation
Student Clubs & Organizations webpage

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 whereby students gain access to the learning management system (Canvas) by first signing in through the MyOCCC portal. Students are assigned a Student Identification Number (SID) at the time of admission to the College, and the student uses this number along with their date of birth to log in to MyOCCC for the first time. The system then encourages them to change the password to something strong and unique. Any assistance provided to the student by Student Services regarding his or her account requires proof of identity. This provides privacy of personal information while ensuring that they are the owner of the account. Necessary written communication is sent only to students' official College email, rather than a personal email. There are no charges currently associated with the student verification process.

Because Canvas integrates with the Student Management System, only the courses that the student has registered for are visible on their Canvas dashboard. This means enrolled students cannot see or enter any other courses. Canvas also offers various safeguards to ensure the integrity of student work. For example, 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 also deters academic dishonesty by providing students with important information in a variety of means. 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 2019-2020
Student Handbook 2018-19: Academic Integrity
Academic Integrity Webpage

Lincoln City's 'Rec Kids' program visits OCCC's North County Center every summer. Community Education astronomy instructor Sifan Kahale (a killer-asteroid hunter with Pan-STARRS observatory on Maui) leads a fun, STEM-filled day.

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 is confident in its ability to provide access to quality library and information resources in support of college programs and services due to a three-pronged strategy: the sharing of resources in a library consortium, the building of a faculty-driven collection, and the promotion of InterLibrary Loan services.

The Library is a member of the Chinook Libraries Network, a consortium of three academic and three public libraries in Oregon. Through that membership, students have access to the collections of all Chinook libraries. According a recent IPEDS report, the physical collections of just the two other community college libraries alone equal over 27,801 items, giving our students nearly five times the resources we could offer. Consortium sharing also means materials may be picked up at any partner library, including OCCC central campus and north and south county centers.

The second prong of the Library acquisition strategy is the heavy reliance on faculty recommendations to provide resource suggestions in addition to the other collection data that the Librarian uses. The Librarian sends out an email to faculty each quarter to garner material suggestions for the general collection and for course reserves.   Materials suggested by faculty carry an appropriate level of currency, depth, and breadth, and a higher probability of use by both faculty and students.

Lastly, the OCCC Library provides access to materials outside the collection through InterLibrary Loans which provides access to library collections across the nation. This gives our faculty and students access to unlimited resource materials – at the appropriate level for their individual needs. Articles are sent electronically, making delivery easy and available for all students including online and hybrid. OCCC students and faculty may choose to pick up print and media materials at the Newport campus, or at the Lincoln City or Waldport centers.

Supporting Documentation
Chinook Libraries Network
InterLibrary Loans

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 fosters a positive and collaborative relationship with all stakeholders and utilizes a user-centered approach to resource planning. The Library works closely with faculty and staff, and invites feedback from students. The Library is inclusive of the local community and welcomes and values their input as well.

The Library solicits material suggestions from faculty members quarterly to further develop the collection along college program lines and align it with course curriculum. Faculty are the subject-

matter 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 to preview.

Students are surveyed each spring using the Library Student Survey to gather information on library 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 textbooks on reserve. Students commented that at the beginning of the term they might not have the ability to purchase all of their supplies immediately. Having textbooks on reserve means they can borrow them for a few weeks while waiting on financial aid or a paycheck. Because of this, the Library undertook the textbook initiative to place the most requested textbooks on reserve. 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.

The Library also welcomes feedback and purchase suggestions from community library patrons. The Library has a Purchase Suggestion form on the online catalog page at Chinook Libraries Purchase Suggestions and also on the Library website at OCCC Library Purchase Suggestions. A print form is available at the main Library doors. The Library reviews and uses purchase suggestions to meet all users' information needs.

Supporting Documentation
Chinook Libraries Purchase Suggestions
OCCC Library Purchase Suggestions
Library Student Survey

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 Mission, which 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 College offers two research classes, LIB 101 Library Research & Beyond, and LIB 127 Information Research in a Field of Study or Profession. These classes are offered online in an effort to reach as many students as possible. LIB 101 introduces the research process and essential research skills to find, select, and cite the best information. LIB 127 explores a discipline or job-related field by learning what professionals and scholars read, write and talk about. The LIB 127 class currently offered has a business emphasis.

One-shots: The OCCC Librarian provides short one-shot sessions for any instructor wanting an information literacy session. Topics normally include searching the databases, evaluating websites, citing sources, scholarly sources, and avoiding plagiarism.

Reference: The OCCC Library uses any and 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 reference hours Monday – Thursday during the lunch hour,and is available one day a week at the north county center to assist students with research questions. The Librarian also offers live reference sessions by appointment via Zoom, and responds to "Ask-a-Librarian" questions, an online form which allows for an asynchronous question-and-answer.

Supporting Documentation
Library Mission

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 reviews physical items prior to purchase for adequacy, currency, and quality 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 initiates the weeding process every five years, offering a time to systematically evaluate the collection as a whole. The Weeding Schedule defines sections of the collection to review and work through each month during the weeding year. Various reports aid in determining which materials are no longer adequate and those no longer being utilized. Security of physical library resources is achieved through inventory control, visual sighting, and video surveillance.

Electronic 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 requests vendor usage reports at least annually, prior to the ACRL Survey and IPEDS. Also, the Librarian will contact the program director prior to discontinuing an electronic resource, to receive their feedback. An example of this was when a 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 was a better fit. Electronic materials are secured within the College LMS, Canvas, through the use of LibGuides CMS. All courses at OCCC are matched with a tailored, subject-specific LibGuide inside of Canvas, eliminating the need for separate log-ins. The system automatically matches relevant metadata and displays guides and databases related to the subject and the course the student is accessing. The students simply see a 'Library Resources' link in each class and click it to access the resources, putting library resources directly at the "point of need."

Supporting Documentation
Ask-A-Librarian-Form
Weeding Schedule

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.

The College 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 further support solvency, in March 2019, the Board set formal policy establishing a minimum General Fund contingency reserve of 10 percent of budgeted expenditures. The College has been able to exceed that minimum since FY 2012-13, holding a reserve of 15 percent through FY 2018-19. For FY 2019-20, the minimum has still been exceeded with the contingency reserve budgeted at 12.5 percent. Fund balance in excess of the budgeted contingency reserve 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 mission-aligned initiatives.

An extensive financial planning process begins in January 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 contingency reserve. In 2019, an internal Budget Advisory Committee with College-wide representational membership was formed to assist in budget development. 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 three 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
2019-20 College Budget
2017-18 Audit
Budget Development Process
BP 6200: Budget Preparation
BP 6250: Budget Management
BP 6320: Investments

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.

While its non-tuition revenue sources make up a minor percentage of overall revenue, 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 projections, 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
2019-20 College Budget

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.

Oregon Coast Community College continues to improve its budget planning process in accordance with Local Budget Law. Initial budget development involves department budget managers, the Budget Officer and the College President. The recently finalized SPAR (Service and Program Area Review) process established connection with unit-level needs and the budget development process. 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, Executive Team and Budget Advisory Committee and 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 14-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 also 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. A complete budget document is filed with the County Clerk and with the State of Oregon's Higher Education Coordinating Commission.

Supporting Documentation
Budget Advisory Committee Charter
Budget Development Process
Budget Calendar 2019-20
2018-19 Board of Education Calendar
Assessment Plan

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 assets. All financial data is entered into the College's enterprise resource planning (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 five Oregon community colleges engaged in implementation of a more robust and modern system for replacement of SharkNet. The new ERP, Campus Nexus, is anticipated to be live by July 2020.

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. In addition to budget development, 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 6300: Fiscal Management
Board Policy 6400: Financial Audits
IC-Accounts Payable
IC-Balance Sheet
IC-Payroll
IC-Revenue

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 process that involves all 17 community colleges in the state. The Higher Education Coordinating Commission (HECC) works with the college presidents to draft 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
2017 ORS 341.675: Authority to incur bonded indebtedness

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 Enterprise 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.

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 a seen a significant decline in textbook sales and is no longer able to reliably contribute back to the General Fund but does maintain a small fund balance for its operations. Given that the rising cost of textbooks has been a hardship for students, the move to more use of OERs is considered to be a positive outcome.

Supporting Documentation
Your College Store
YCS Feedback
BP 6900: Auxiliary Services Including Bookstore

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 6400, 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 February.

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.
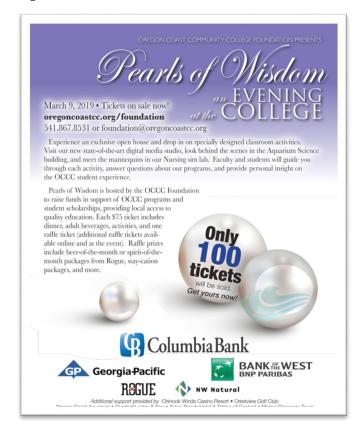
Supporting Documentation
Board Policy 6400: Financial Audits
2016-17 Audit
2017-18 Audit
Audit Communication to the Governing Body, 2018
Audit Management Letter, 2018

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.

All institutional fundraising activities associated with the College are conducted in a professional and ethical manner by the OCCC Foundation (OCCCF). OCCCF is a not-for-profit organization whose purpose is to help meet the needs of the College and its students. OCCCF functions as an institutionally related fundraising organization and received its 501(c)(3) determination from the IRS in 2000. A formal written agreement clearly defines the relationship between OCCCF and the College.

The OCCC Foundation is governed by a volunteer Board of Directors composed of professional, business, and community leaders who support the mission and values of OCCC. There are four executive officers (President, President-Elect, Treasurer, Secretary and Past-President) and a Board of Education Liaison. A Director of Development (DOD) is an employee of the College and serves as the Executive Director of OCCCF. The DOD carries out fundraising and other responsibilities under the oversight of the Board and the supervision of the College President.

The OCCCF Board oversees the operation, fundraising activities, and events of OCCCF through four annual board meetings and its executive, finance, scholarship and events committees. The business and affairs of the Foundation are managed and controlled by the Board of Directors, subject to the provisions of the Oregon Nonprofit Foundation Act and the Articles of Incorporation and By-laws of the OCCC Foundation.

An external entity (licensed certified public accountant) completes an annual audit to ensure compliance with rules and regulations and to confirm the OCCCF is upholding professional and ethical expectations set forth by the OCCCF board, the College, and state and federal laws, rules, and regulations. OCCCF files a 990 with the IRS and a CT-12 Charitable Activities Report with the State of Oregon Department of Justice each year.

Supporting Documentation
OCCC Foundation By-Laws
Donor Bill of Rights
Agreement between OCCC and OCCC Foundation

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.

Oregon Coast Community College 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 square feet) and the Aquarium Science Building (9,274 square feet).

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 OCCC 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 County Center, in Lincoln City, encompasses 25,025 square feet and has undeveloped property for future expansion. The facility is strategically situated near Taft High School. The South County Center, in Waldport, is adjacent to Waldport High School and Crestview School (Elementary and Middle School). The 4,200 square foot building sits on property that has capacity for expansion of both the building and parking. The South County 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. Plans for expansion in career and technical education (the Workforce Education and Resiliency Center) are in the early stages and are referenced in 2.G.3.

Supporting Documentation
BP 6600: Capital Construction

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.*

Oregon Coast Community College 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 has a Hazardous Materials and Waste Plan which brings together in a single document the 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 also 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 & Waste
Integrated Pest Management Plan

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 Facilities Master Plan in 1998, as a foundational document for the upcoming bond proposal. 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 College Mission, Core Themes, and formation of the Big Five Strategic Framework, the Board and President committed to the next College building, the Workforce Education and Resiliency Center (WERC). The WERC will support expansion in Career and Technical Education and be sited at the Newport campus. Planning is in the preliminary stages and is documented in the 2016 addendum to the Master Plan. Matching funds totaling $8 million (via state bonding) were committed for this project by the Oregon Legislature in 2017. (*See images of facilities, following page.*)

Supporting Documentation
OCCC Master Plan (Mahlum Architects) 1998
2008 Site and Building Addendum to Master Plan
2017 Addendum: WERC Building
HECC Memo Re: Community College Capital Requests, 2016

133

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.

Oregon Coast Community College 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 audio-visual 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 (e.g. plumbing, electrical, heating, ventilation and air conditioning, fire prevention systems, security systems, emergency systems) 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. This position also provides help desk function to end users, network security oversight, server administration, and Active Directory service management.

A multi-faceted approach to security has been implemented, with an enterprise class firewall protecting the border of the College's network from the Internet, and enterprise level malware protection on each desktop in the College. Email security has been improved.

The lecterns in the classrooms throughout the College are now remote classroom and distance learning capable. This addition to the classroom configuration allows for outside resources to contact each class directly, or for collaboration between different classes, campuses, and colleges.

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.

In addition to Office 365 and Microsoft Active Directory, the College has implemented Aviso Retention, 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 Canvas, our learning management system, is provided by Library staff. The Library also supplies training and support for Zoom, the teleconferencing software licensed by the Oregon Community College Distance Learning Association (OCCDLA).

The College's 2014 IT assessment revealed that some end users wanted improvement in the available levels of support. 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 learning management system (Canvas), new student support software (Aviso Retention), and now a new ERP. Each change requires an employee 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, have been 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 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. A grant received from the Siletz Tribal Charitable Contribution Fund outfitted all the lecterns on campus with a conference-capable camera and microphone system, extending the remote teaching capabilities of each classroom.

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. To extend the usefulness of the remaining hardware, solid-state hard drives (SSDs) were installed and configured on all the public hardware that did not receive a direct upgrade. This small change alone increased the speed of the upgraded machines by 25 percent overall and cut down on support calls due to failing equipment by 50 percent. Each year the current inventory of equipment will be evaluated, and the least capable 20 percent of existing machinery will be replaced with more modern, capable hardware.

The server environment was updated in 2017 to accommodate the new Windows Server 2016 technology. This updated server software will facilitate integration with the new Enterprise Resource Planning (ERP) software, Campus Nexus, which is currently in process and is expected to be fully

implemented by June 2020. The Server 2016 environment is critical to the success of this project, as it allows for tight integration with the Azure Active Directory (Azure AD) technologies utilized by Campus Management for their software.

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 May 2019, follow:
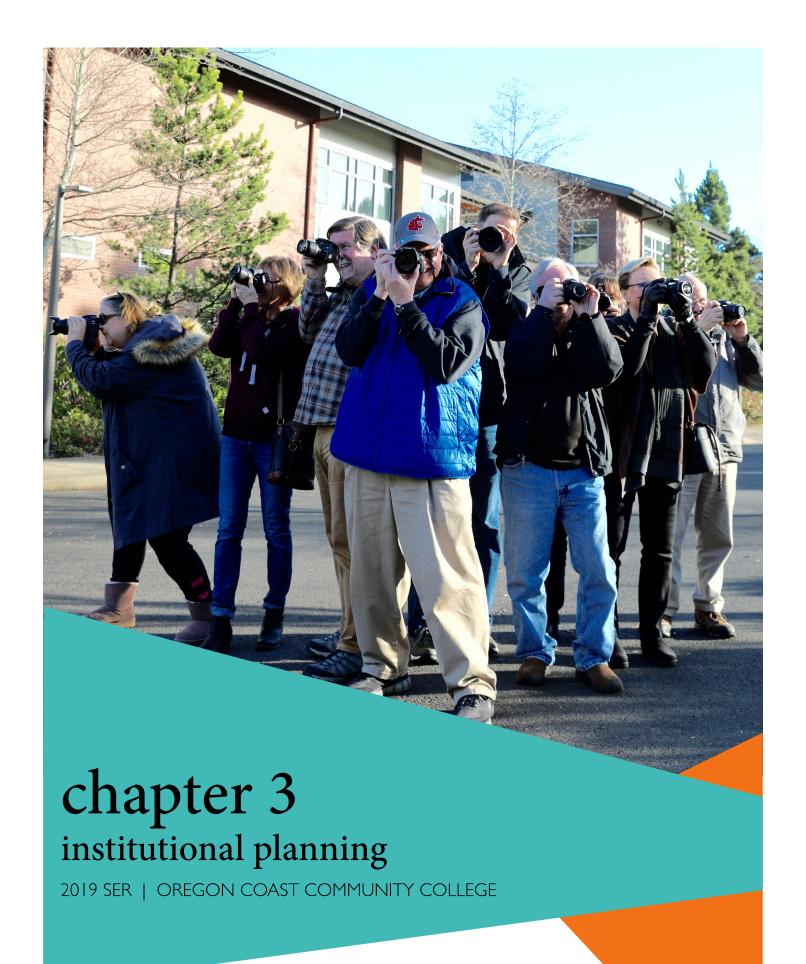
Technology Improvement Plan | Table 2.3

Key Findings from 2014 Report	Current Status
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.	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 replaced with a modern Palo Alto device that has fine-grained control over all aspects of port- and application-level security, and a robust reporting interface for alerts and troubleshooting operations. The internal networking of the 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. The Windows servers have had Sophos antivirus and Malwarebytes anti-malware installed and have proven much more resilient and impervious to malware and virus incursions. 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 an immediate reaction to those issues.
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.	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.

Develop and implement rigorous daily and weekly back-up protocols for the servers, file shares and all critical applications.	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 between 2015 and 2019, once from a complete RAID array failure, and again from an encrypting malware attack. On both occasions, the 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. A new Windows Server 2016 Enterprise server has been purchased and configured, and the more flexible and extensible Virtual Machine (VM) environment has been useful to the ongoing needs of the College.
Reorganize the current IT staffing.	The reorganization of IT staffing is complete. Executive responsibility for Information Technology resides with the Chief of Finance and Operations. The College employs a full-time IT Support Services Manager with broad duties and has recently contracted 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.
Create individual student network access accounts with assigned email addresses through Office 365.	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. The infrastructure necessary to bind a local Active Directory domain to the Office 365 Azure Active Directory is being implemented as of this document, with an enhanced firewall and tightened network security providing the first stages of a stable and secure environment for that undertaking.
Deploy a web-based software for video conferencing.	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. All lecterns at the College have been outfitted with Zoom-capable cameras, and the technology is widely used for classes and meetings.
Create a new college website.	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. Throughout 2019, a new site was developed (and launched in June 2019) to deliver a more robust experience for mobile users, along with myriad additional enhancements and improvements.

Obtain training for staff on the Family Educational Rights and Privacy Act (FERPA) regulations and how they apply at the college.	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 SafeColleges, 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.
Create digital forms for Human Resources and consider the implementation of an intranet site to provide employee access to the forms.	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 payroll product (PayCom) 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 complete we will determine broader levels of access.
Create an internal users group for SharkNet.	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. In 2018 a replacement for SharkNet was identified, and work has begun in migrating to the new ERP platform, Campus Management. There is a consortium of 5 former SharkNet schools who are sharing knowledge and collaborating in the migration to this new operational software, with good affect for all involved.

Supporting Documentation
2019 OCCC Technology Replacement Plan

chapter 3
institutional planning
2019 SER | OREGON COAST COMMUNITY COLLEGE

Standard 3A: Institutional Planning

3.A.1. Ongoing 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 engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. 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 and core values.

Institutional planning processes are not static (as might be inferred from Figure 3.2, on the next page), but rather dynamic, interdependent, and situated within and responsive to internal and external environments. Monitoring of the external environment at OCCC is both ongoing and periodic and informs planning at all levels. Figure 3.1, the Planning Ecosystem presents planning in a more living systems perspective.
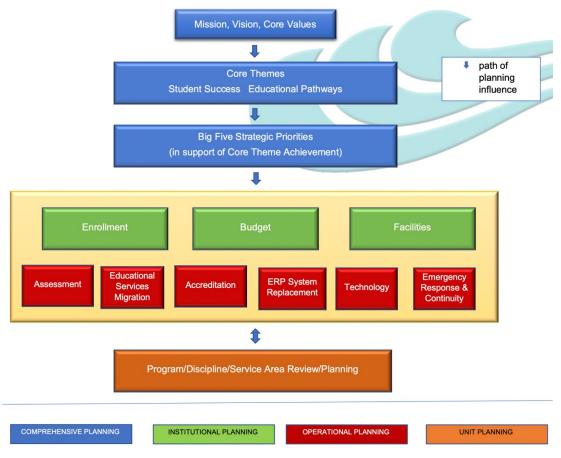
Figure 3.2 depicts the four levels of planning and the path of planning influence: Comprehensive (blue), Institutional (green), Operational (red) and Unit (orange). Comprehensive planning (blue level) is situated in Mission, Core Themes, and the Five Big Ideas Strategic Framework.

The finalization of the College's twin Core Themes in 2017-18 defined the lens through which mission fulfillment is interpreted and evaluated. Student Success and Educational Pathways core theme objectives and sub-objectives imbue all planning processes with intent and purpose, and guide achievement of College strategic priorities. OCCC's Five Big Ideas Strategic Framework, adopted in 2015 and actualized through five strategic priorities, drives mission fulfillment through an ongoing and comprehensive planning process intended to guide the College through 2023. (While Core Themes within the formal NWCCU framework were finalized after the development of the Strategic Framework, the essential elements of OCCC's Core Themes date back to at least 2013 when OCCC became an Achieving the Dream College.)

142

Mission, Vision, Core Values

Core Themes
Student Success   Educational Pathways

↓ path of planning influence

Big Five Strategic Priorities
(in support of Core Theme Achievement)

Enrollment   Budget   Facilities

Assessment | Educational Services Migration | Accreditation | ERP System Replacement | Technology | Emergency Response & Continuity

Program/Discipline/Service Area Review/Planning

COMPREHENSIVE PLANNING   INSTITUTIONAL PLANNING   OPERATIONAL PLANNING   UNIT PLANNING

Institutional·Planning·Levels·|·Figure·3.2

Three institutional (green) planning processes support the actualization of the Five Strategic Priorities in support of core themes: Enrollment, Budget, and Facilities. Institutional planning is supported by operational planning (red) in the areas of Assessment, Educational Services Migration, Accreditation, ERP Replacement, Technology, and Emergency Response and Continuity. Unit-level planning (orange) is comprised of comprehensive review and establishment of four-year unit goals and objectives, integrating the achievement of core theme objectives and College strategic priorities at the program and service level.

The Assessment Plan summary diagram (following page) depicts three major levels of assessment. Institutional, operational, and unit-level planning inform and are informed by each other, linking budgeting and resource allocation and ensuring adequate capacity and sustainability. The College is engaged in a number of foundational changes which are highly interdependent. These include: a) the transition towards independence guided by NWCCU, b) the decoupling of educational services provided by PCC, c) becoming a Title IV institution managing federal financial aid, d) evolution in participatory governance and decision-making systems, f) assuming full responsibility for student records and awarding of degrees and certificates, and g) the full replacement of an out-of-date ERP with migration to a new cloud-based system.

143

Assessment of Mission Fulfillment:

- **Mission Fulfillment Scorecard**
- **Core Theme Indicator Achievement Levels**

Institutional Level Assessment
(Ongoing Tracking with Annual Summary and Review)

- **Achievement of Core Theme Indicators and Sub-objectives**
- **College-wide Performance** (Quantitative and Qualitative measures, Cohort Tracking, Peer College Comparisons)
- **Learning Outcomes Achievement, SPAR Reports**

Service and Program Area Assessment

Service Areas:
- **Outcomes (SAO) Assessment:** minimum annually;
- **SPARC Comprehensive Review:** Four year cycle
- **SPARE Annual Report:** SAO Assessments, Goals and Short-term Objectives

Program Area:
- **Quarterly Outcomes Assessment**: CLOs, DLOs, PLOs, CILOs. Annual collaborative review.
- **SPARC Comprehensive Review**: Four year cycle
- **SPARE: Annual Report:** Outcomes Assessment, Goals and Short-term Objectives

The 11-Year Planning Grid (2013 through 2024), Table 3.4, identifies key intersection points and maintains alignment between the wide variety of inter-related planning activities and key milestones for the college. The planning grid is divided into two parts: 2013-2017/18 and 2018/19 to 2024. While complex in appearance, the 11-Year Grid is of immense practical utility to the members of the College community responsible for the success of the formidable range of foundational transitions for OCCC. It documents where the College has been, where it is going, and ensures efforts remain synchronized and strategic.

	2013-14	2014-15	2015-16	2016-17	2017-18
Mission & Core Themes: **Engage, Develop, Operationalize**	• Old Mission • No CTs • Mission Forums & workgroup for new mission	• Current Mission adopted by BOE • Discussions re Functional or Holistic CT; Measurement considered	• Four CT established • V1 objectives • Discussions: Council of Curriculum & Instruction (CCI), Executive Team (ET), BOE	• Four CT Review by new College Council (CoCo), ET, BOE • Refinement of measurement options	• Refine 2 CT with CT Planning Teams -1) Student Success-Accreditation Steering Committee -2) Educational Pathways-Instructional Leadership Team (ILT) • Draft Sub-Objectives, Review with CoCo, ILT, Equity and Inclusion (E&I)
NWCCU Relationship and Reporting	• "Branch Campus" Clatsop • Report within Clatsop SERs	• New agreement PCC • OCCC "Branch Campus of PCC." • OCCC files first direct NWCCU report, 24 ER Summary	• Branch Campus PCC • Report in Yr. 7 w/PCC SER (stand-alone addendum) • Submission Applicant Status, Granted	• Branch Campus PCC	• Branch Campus PCC • Submit SER for Candidacy; • Peer Evaluation Visit • Candidacy Granted (06/29/2018) with Five Recommendations
Contracted Academic Services and Student Records	Follow Clatsop Community College	• Contract with PCC: adopt PCC curriculum, policies and procedures per agreement. • Approve OCCC Curriculum per PCC structures • Enrollment Services Manager structure, containing Student Records and Fin Aid	• Continued training of OCCC staff in PCC processes on Academic Services and Student Records	• Refined/reduced contract with PCC executed. • Library ends all dependencies on PCC	• Faculty led structures for Faculty academic responsibilities solidify (primarily via ILT) • Parallel Curriculum approval processes in place • "Decoupling" planning with PCC initiates.
Administration of Title IV Financial Aid	Clatsop Administers	• PCC Administers • OCCC adopts PCC Fin Aid Policies & Procedures • Staff Trained on Fin Aid	• PCC Administers • ESM staffing model provides local fin aid oversight	• PCC Administers • Expand Fin Aid supports	• PCC Administers • Expand Fin Aid supports • Train FA staff • Initiate planning for decoupling
ERP Migration	SharkNet	SharkNet	SharkNet	SharkNet	• SharkNet • RFP for New ERP
Institution Governance, Decision Making, Evaluation	• Administration • Council Curriculum and Instruction	• BOE Self-Evaluation & Policy Review • Administration/Exec Team Structure • CCI discusses efficacy and focus, develops College Council (CoCo) Model • Student and Staff Forums • Gap Analysis	• Administration/Exec Team/JETs • CoCo replaces CCI • Accreditation Steering Committee formed • Instructional Leadership Team formed. • Academics Support Knot formed • Student and Staff Forums	• BOE Self-Evaluation & Policy Review • Administration/Exec Team/JETs • Cross-functional work groups • CoCo as main forum for participatory governance discussions • ILT continues • Equity and Inclusion	• CoCo • Institutional capacity assessment. • Sharing Your Views Survey • ILT Evolves to be faculty led • ASC and ILT assume CT Planning Role • Other structures continue
Assessment of Student Outcomes (Including Student Learning Outcomes)	ATD Cohort Data CCSSE IPEDS ENROLL COMPL	ATD Cohort Data SENSE IPEDS ENROLL	• ATD Cohort Data • IPEDS • ENROLL • COMPL	• ATD Cohort Data • IPEDS • ENROLL • COMPL	• Adopt VFA • ATD Cohort Data • ENROLL • COMPL
Program & Service Area Reviews	Career Technical Program Reviews	Career Technical Program Reviews	• Career Technical Program Reviews	• Career Technical Program Reviews	• Career Technical Program Reviews • Plans for LDC
IR/Data Capacity	.5 FTE in-house	.5 FTE in-house	.5 FTE in-house	.5 FTE in-house	Contract LBCC OIR
Linking Planning & Budget	• Budget Cuts • Budgeting Practice of 15% GF Contingency Reserve	• Status Quo • Budgeting Practice of 15% GF Contingency Reserve	• Implement Budget Process • Budgeting Practice of 15% GF Contingency Reserve • Strategic Initiative Funding in FG	• Implement Budget Process • Budgeting Practice of 15% GF Contingency Reserve • Strategic Initiative Funding in FG • Reserve Fund significantly increased	• Pilot for 2018-19 • Budgeting Practice of 15% GF Contingency Reserve • Strategic Initiative Funding in FG • Maintained Reserve Fund

OCCC 11-Year Plan Part 1: Timeline and Alignment Grid 2018-2024

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Mission & Core Themes: Engage, Develop, Operationalize	• CT Activities • Impl. Sub-Objectives, Measurements & Thresholds • Year 1 impl. of CT Systems	• Year 2 Impl. of CT Systems • Review of CT scorecard results and relationships to Mission Fulfillment: BOE, ET, CoCo, CT Planning Teams	• Year 3 Impl. of CT Systems • New NWCCU Standards • Review Mission & Core Themes	• Implement revisions • Year 4 Implementation of CT Systems	• Year 5 Implementation of CT Systems	• Year 6 Impl. of CT Systems
NWCCU Relationship and Reporting	• Branch Campus of PCC. • Request acceleration to review for Initial Candidacy, granted. • Ineligible for Title III Federal grants.	• Potential Independence • Submit SER for initial Accreditation for October Peer Evaluation visit.	• Annual Report Yr. 1 Self-Review CT Teams • Eligible for Title III Federal grants.	• Annual Report	• Annual Report	• Annual Report • Mid-Cycle Review
Contracted Academic Services and Student Records	• Refined/reduced PCC Contract. • Structures for Faculty responsibilities refined and institutionalized. • Staffing & budget new FT management level position of Registrar/Assessment Coordinator.	• Establish Academic Services/Curriculum Office; • End PCC Contract and disconnect final linkages • Hire Registrar/Assessment Coordinator • Budget/plan transcript & degree audit software	• Implement Degree Audit • Rev Shared Curriculum. • Award OCCC diplomas June 2021	• Rev Shared Curriculum • Opportunity for additional degrees • Purchase curriculum software	• Rev Shared Curric is complete	Review of all systems
Administration of Title IV Financial Aid	• PCC Administers • Refine Migration plan with PCC • Redesign staffing structure for Fin Aid.	• Potential Ind/ PCC Administers • 3rd Party FA Provider contracted • E-App, PPA, ECAR • Fin Aid Fundamentals for CEO & FAA Integrate 3rd party w/ ERP • Packaging for AY 20-21 • Default Mgmt. Planning	• OCCC Administers (w/ 3rdparty provider) • Default Mgmt. • FSA Training	• OCCC Administers (w/ 3rd party provider) • FSA Training	OCCC Administers (w/ 3rd party provider) Assess cont'd use of 3rdparty provider • FSA Training	3rd party provider TBD
ERP Migration	SharkNet • Begin configuration & implementation of new ERP • Plan for data archiving of Bus process review with migration	SharkNet Campus Nexus Student (CNS) Go Live for Fin Aid in Feb. • Impl. & Training Campus Nexus Finance (CNF) Mar-Jun Integrate w/Canvas, Accuplacer, Conclusive	CNS & CNF GoLive for all students • Impl. & Training Campus Nexus Engage CRM	CNS & CNF & Engage CRM all live • Attend Campus Mgmt. User Conference	• CMC Attend Campus Mgmt. User Conference • Assess cont'd use of ERP Software add-ons	CMC • Attend Campus Mgmt. User Conf.
Institutional Governance, Decision Making, Evaluation	• CoCo Adopts rep voting • Launch Budget Advisory Committee (BAC) • Employee Climate Survey • BOE Self-Eval & Policy Review • Diversity & Equity (D&E) • Instructional L. Team	• Student Climate Survey • BAC • CoCo • GISS for BOE • D&E • ILT	• CoCo reviews structure • BAC-New members • Sharing Your Views Survey (repeat) • D&E • ILT	• ICAT? • CoCo • BAC-2nd Term • GISS for BOE • D&E • ILT	• CoCo • BAC-new members • Climate Surveys • D&E • ILT	• CoCo • BAC 2nd Term • Sharing Your Views Survey (repeat) • D&E • ILT
Assessment of Student Outcomes (Including Student Learning Outcomes)	• VFA • SENSE • Core Theme Assessments, • CLOs • PLOs DLOs • CILO # 1 pilot	• VFA • CCSSE • CT Assessments, • SLOs condensed • CILO #2 pilot	• VFA • CT Assessments • SLOs condensed • CILO #3 pilot	• VFA • SENSE • CT Assessments SLOs condensed • CILO #4 Pilot	• VFA • CCSSE • CT Assessments SLOs condensed with CILOs	• VFA • CT Assessments • SLOs
Program & Service Area Reviews	• A Group • Finalize A & S Rev Model & Forms	• B Group Full • Annual Updates others	• C Group Full • Annual Updates others	• D Group Full • Annual Updates others	• A Group Full • Annual Updates others	• B Group Full • Annual Updates others
IR/Data Capacity	• LBCC OIR; Registrar/Assessment Coordinator	• Enhance IR/Data sophistication & capacity	• Enhance IR/Data sophistication & capacity	• Evaluate IR/Data sophistication & capacity	• Staff Trainings • Maintain capacity	• Staff Trainings • Maintain capacity
Linking Planning & Budget	• Revise & Expand Board Policies around Finance • Board Policy for Min. 10% GF Contingency Reserve (GFCR) • Strategic Initiative Funding in GF • Reserve Fund for ERP	• Integrate Program Review Requests w/Planning • Budgeted 12.5% GFCR • Strategic initiative Funding in GF • Reserve Fund for ERP Impl. costs • Further int. of BAC with planning	• Apply for Title III • Goal of 12.5% GFCR • Strategic initiative Funding in GF • Reserve Fund for ERP • BAC New members • Review and Update Technology Plan • Further int. of BAC with planning	• Review Board Finance Policies • Goal of 15% GFCR • Strategic Initiative Funding in GF • Establish Deferred Maintenance Fund • BAC – 2nd Term • Develop 5 yr. Budget Forecast	• Goal of 15% GFCR • Strategic initiative Funding in GF • Continue Funding Reserves for Deferred Maintenance • BAC-New members	• Goal of 15% GFCR • Strategic initiative Funding in GF • Continue Funding Reserves for Deferred Maintenance • BAC-2nd Term

The five strategic priorities adopted in 2015 prioritize the development of institutional systems, processes, policies, and procedures integral to student success and the best practices of independent colleges, with NWCCU standards and eligibility requirements utilized as planning and implementation tools. Strategic priority two (Student Success and Intentional and Aggressive Growth in Enrollment) has guided enrollment planning and the development of new educational pathways grounded in extensive environmental monitoring of economic and employment trends, as well as assessing industry support. A formal environmental scan was also recently completed.

The SPAR system establishes that unit-level planning occurs on a four-year cycle with a comprehensive review and four-year unit plan. Annual reviews and updates to unit-level plans inform college-wide institutional and operational planning, and link resource allocation and capacity-building to ensure sustainability. Operational planning reflects the timelines and outcomes identified on the 11-Year Planning Grid and is also subject to ongoing review and adjustment based on operational interdependencies.

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, guided by the College Mission, Vision, Values, and Core Themes, comprise and document the strategic plan of the College to achieve core theme objectives and fulfill the OCCC mission.

The Big Five Framework is published 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 prioritizing 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 actualizes the College Mission and core themes through five strategic goals and priorities through 2023:

1. **Independent Accreditation with NWCCU**

2. **Student Success and Intentional and Aggressive Growth in Enrollment**

3. **Becoming a Great Place to Work**

4. **Systematic and Comprehensive Planning**

5. **Becoming an Agile and Flexible Organization**

Implementation of the strategic plan is led by the President and Executive Team through annual retreats that evaluate progress and develop operational priorities for the year. The Big Five Framework is used to establish goals for the President and as the basis for the annual Board retreats.

Many planning processes have been either enhanced or developed at OCCC since 2015. The process of planning can be resource- and time-intensive, presenting unique challenges for a small institution with little excess capacity. The documentation of planning processes at OCCC typically focuses on high-level frameworks, key outcomes and milestones, with less time spent on extensive planning narratives. The Board, President, and Executive Team committed to a strategy of "planning while doing," enabling responsiveness to the needs of the College community and its students while engaging in continuous improvement of planning processes. The Strategic Doing

Strategic Doing: Flexible & Adaptive

Traditional Strategic Planning — Do — Plan

Agile Strategic Doing — Plan/Do/Learn/Adjust
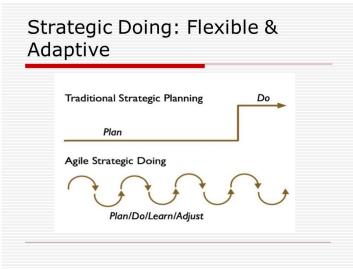
Figure 3.5

approach to strategic planning has recently emerged as a best practice suited to complex environments such as ours. 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 (Table 3.6) 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. In 2018-19 the College formed the Budget Advisory Committee to broaden college-wide input into and understanding of budget formulation. The new SPAR (Service and Program Review) process links planning with resource requests and allocation at the unit level. The annual budget development cycle begins in December and ends with budget adoption in June.

Enrollment Planning

Big Idea Two of the strategic framework established the strategic priority of Student Success with aggressive enrollment growth to better meet the needs of the Lincoln County service area. Under the state funding distribution model at that time for community colleges, a growth management component (approximately five percent) meant that small colleges experiencing high rates of growth could find themselves unable to sustain their service level. To ensure growth for OCCC would not lead to fiscal instability, in 2016 President Ryslinge led a workgroup from the Oregon Presidents' Council that was successful in removing the growth cap for colleges earning less than 1,100 FTE annually.

The strategic priorities of Student Success and Enrollment Growth established the following objectives for College programs and services:

1. Increase retention and completion of all students

2. Increase utilization rate of all three sites (North, Central, South).

3. 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 (MSI).

4. Increase breadth of AAOT offerings at Newport and Lincoln City, with transfer tracks such as Business and STEM (connect with OSU MSI).

5. 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.

6. Equity and inclusion initiatives with those underserved by OCCC, close achievement gaps.

7. Increase partnerships with baccalaureate degree-granting institutions to bring additional higher education opportunities to Lincoln County.

8. Workforce education and community education will likely grow to be an additional key focus of the college.

College core themes and their associated sub-objectives and indicators guide the development and evaluation of programs and services within the framework of strategy priority objectives. The comprehensive review and four-year planning process for programs and disciplines aligns program and service area goals and outcomes with the achievement of core theme sub-objectives, thus integrating the achievement of core theme sub-objectives with achievement of strategic priority objectives.

Facilities

Until 2008, OCC relied upon rental facilities throughout Lincoln County for all operational functions. The College developed a master plan for its physical plant development in 1998, as a foundational

Budget Planning Process | Table 3.6

	Activity	Responsible party	Engagement
Dec-February	Develop initial budget assumptions and define cost escalators for revenues and costs	President and Chief of Finance and Operations (CoFO)	Budget Advisory Committee (BAC)*
Dec-March	Work with faculty and staff to determine and prioritize needs. (Using budget worksheets, projected area budgets are developed)	ET	BAC, Staff, Faculty
February	Budget forums are held with staff and students to provide the campus community with fiscal information, budget assumptions, and legislative updates and to give them opportunity to provide input and comment	President and CoFO	Students, Staff, Faculty
February - April Board Meetings	Consideration of Tuition and Fees	Board of Education (BOE)	Public Meeting
March	Identify strategic priorities using Core Themes & Big Five Frameworks.	Executive Team (ET)	BAC
March-April	Project grant opportunities where relevant	ET and CoFO	BAC
April	Budget worksheets compiled to a College-wide draft master budget	ET and CoFO	BAC
April	Review and refine draft master	President and CoFO	BAC
April	Review draft master to understand available resources and make funding recommendations for planning priorities.	President and ET	BAC
April-May	Await final state Oregon Community College Support Fund funding decisions (especially in odd-numbered years, due to Oregon Legislative session schedule)	All	
May	Finalize budget assumptions and reconcile the draft master budget	CoFO	BAC
May	Publish notice of Budget Committee Meeting	CoFO	
May	Finalize proposed budget for presentation to the Budget Committee	President and CoFO	
May	President presents proposed budget and budget message to Budget Committee for discussion and possible revision Budget Committee approves proposed budget and makes recommendation to BOE	Seven Board of Education directors with seven appointed community members	Public Meeting
June	Publish notice of Budget Hearing	CoFO	
June	Budget Hearing is held BOE adopts the approved budget	Board of Education (BOE)	Public Meeting
July	Adopted budget published	CoFO	

149

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 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
Comprehensive Institutional Planning Process
11-Year Planning Grid
OCCC Planning Ecosystem
Environmental Scan 2019
OCCC's Five Big Ideas Strategic Framework
OCCC Assessment Plan | Assessment Plan (Comprehensive Document)
Enrollment Management Plan 2014
North County Enrollment Report
Memo on Growth Management Component
OCCC Master Plan (Mahlum Architects) 1998
2008 Site and Building Plan Addendum to Master
2017 Addendum: WERC Building
HECC Memo re: Community College Capital Requests, 2016
2018-19 College Budget: Assumptions
2018-19 College Budget: Process Calendar
2018-19 College Budget: Budget Message

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 College's comprehensive planning process is broad-based and offers opportunities for input by numerous and appropriate constituencies. Most recently, in 2019 the College administered its first Campus Climate survey for employees, and a student version is planned for 2019-20. Results of both surveys will be considered in the ongoing review of a variety of planning efforts. 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 the review and revision process. The task force conducted focus groups with internal and external constituencies to gain 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 to finalize the College's new mission statement, visions, values, and initial core themes. These were approved and adopted by the Board of Education in October 2014.

Early in 2015, the College developed a mission-based strategic planning framework as documented in the OCCC Strategic Framework, Five Big Ideas. The framework was formally endorsed and adopted by

the Board of Education in February of 2015 and endorsed by the College Council in spring 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.

In keeping with the strategic doing concept, continuous improvements and refinements have been made to the planning process. In 2017-18, through a two-year collaborative process, the four College core themes previously identified were integrated into the two themes of Student Success and Educational Pathways. The College formed Core Theme Planning Teams to guide core theme planning and assessment. These groups refined core theme objectives, and designated appropriate indicators to measure their achievement.

In 2018-19 the College implemented a comprehensive and annual review process for all instructional programs, disciplines, and service areas. While OCCC CTE programs had participated in program reviews since 2013, the new process provides all programs, disciplines, and service areas direct input into the strategic planning process through the development of four-year goals and annual objectives, linked to achievement of core theme objectives and area outcomes. Program review (of both instructional and non-instructional areas) is accomplished through the College's Service and Program Area Review (SPAR) process. SPAR reports are scheduled on a staggered basis, with all College areas completing a comprehensive review within a four-year period. Annual reports are completed by all programs and service areas in the years between their scheduled Comprehensive SPAR Report (SPARC). Instructional programs and service areas have input into the resource allocation and budgeting process through documented resource requests submitted through the annual update and review process.

The College President and ET members participate in numerous economic development, education, and civic planning groups throughout the county, region and state. The college is a critical partner in economic development efforts throughout the county and this participation provides the college with direct knowledge of future community plans, with the ability to integrate community needs into strategic planning. Regional employers participate on CTE program advisory committees and provide valuable input into curriculum and program planning.

Student input is gathered using qualitative surveys measuring student engagement, feelings of welcome and inclusion, and satisfaction with services and instruction. This input is utilized to inform continuous improvements in programs and services, and to evaluate core theme achievement. Student course evaluations and achievement of learning outcomes are utilized to make continuous improvements in instruction. Informal forums are scheduled throughout the academic year where students are encouraged to share concerns, requests, and praise on any topic.

Equity and Inclusion
In 2015 the College formed an Equity and Inclusion Committee to provide leadership on equity and to assist in guiding the College's efforts toward providing a welcoming environment and equitable outcomes 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, College faculty staff, and administration, and community members.

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 working to expand college connections with Native American communities. The Equity and Inclusion Committee is

intended as a review point for new initiatives and programs. One of the committee's roles is to bring recommendations for continuous improvement to the College Executive Team (ET), which serves as another means of linking Core Theme planning to the institutional planning process. As the EIC's role expands into reviewing disaggregated student data to identify achievement gaps, the equity lens ensures underserved populations have input into the planning process.

Enrollment Planning Input

The Chief Academic Officer receives input on enrollment planning from faculty, staff, students, education partners, and advisory committee members. The Instructional Leadership Team and Core Theme Planning Teams provide opportunities for input from faculty and staff.

Enrollment planning is informed by the program/discipline review and planning process, through updates on area achievement of objectives, goals, and outcomes. This process gives program and service area personnel input into planning for programs and services. Student course evaluations and qualitative student survey results are utilized to effect continuous improvement in programs and services.

The Chief Academic Officer 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, and in college-wide in-services. These in-services, which include discussion and analysis of college achievement of core theme indicators, give all faculty and staff the opportunity to remain informed on college planning and core theme achievement, and of the areas targeted for improvement. All faculty and staff members are thus empowered to propose initiatives to effect improvement.

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 there has been additional opportunity for student input into the budget process. Structured opportunities for input by community members are provided via the Budget Committee process, and through a series of Board meetings focused on consideration of the budget.

Program, discipline, and service area personnel have input into the budget process through the new Budget Advisory Committee, staff budget forums, and the annual review and update to their four-year plan and outcomes achievement, which includes the identification of resource needs, aligned with improvement in core theme and/or outcomes achievement, and an estimated resource request.

Facilities Planning Input

The planning process for the current College 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 education would be needed. The College is in the early 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 WERC have been shared with the College community via CoCo announcements and the President's monthly report.

Supporting Documentation
Employee Campus Climate Survey Instrument
2018-19 College Budget: Process Calendar
2018-19 College Budget: Forum Invitation

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, including quantitative and qualitative measures, data utilized for state and federal reporting purposes, core theme indicator data, and assessment of student learning outcomes. Lagging and leading indicators are collected, with the emphasis on leading indicators for more effective predictive and planning purposes.

Aggregated data used for reporting purposes and College-wide qualitative assessments, when combined with assessment at the course, discipline, program, and service area levels, form a comprehensive view of College performance at the institutional level. Assessment of overall achievement of Core Themes leads to an evaluation of how well the College is fulfilling its mission. Core theme indicators are utilized to evaluate achievement of core theme sub-objectives, with their collection method and rationale for use presented in the Core Theme Assessment Tables. Core theme indicator data are collected quarterly in most cases, and periodically for qualitative surveys according to their schedule.

The 11-Year Planning Grid summarizes the collection of institutional and student data and other assessment tools. The College has moved to a three-year cycle for the administration of SENSE, CCSSE, and (Board Self-Evaluation). The ATD-developed Institutional Capacity Assessment Tool (ICAT) was administered in 2017 and plans are to administer it again in 2021-22 to evaluate institutional progress in developing capacity in the seven areas of ICAT focus. An employee Campus Climate Survey was designed and administered in 2018-19, and a student version is planned for 2019-2020. Current plans are to repeat both every two-three years.

Enrollment, persistence, retention, and persistence measures are disaggregated to provide information on disproportionate impacts and equity. To provide benchmarking opportunities to gauge College performance compared to peer Colleges, since 2012 the College has utilized multiple data frames to assess performance on Core Theme indicators (Table 3.7).

Each data frame defines a slightly different cohort from the others. The state's adoption of the Voluntary Framework of Accountability in 2017 provided the ability for the College to benchmark its performance on common indicators with other colleges more similar in characteristics, giving valuable planning perspective. In 2018 OCCC added the custom designed cohort called OC5 (Oregon Coast

Community College Custom Cohort), with supporting data retrieved back to 2013 for historical context: OC5 has replaced the use of the ATD data frame, as being preferred and more relevant for planning purposes. ATD indicator data continues to be used and integrated into core theme indicators, as these indicators are nationally recognized as being effective measures of student persistence, retention, and attainment.

Core theme indicator data are tracked and reviewed during the academic year by Core Theme Planning Teams, permitting the identification of changes in performance and formulation of potential planning strategies. Annual college-wide fall in-services are planned with "Data Walks," with college personnel rotating through rooms designated for core theme sub-objectives and indicators. Spring faculty meetings focus on collaborative review of assessment of student learning outcomes, and formulation of improvement strategies in instruction, curriculum, programs and services.

Data Frame	Cohort Definition	Data Range	Current Use
Achieving the Dream (ATD)	Fall, full- and part-time, new students	2012-2018 (continue using indicator data but discontinue cohort definition – OC5 preferred)	Benchmarking; Disaggregated persistence and attainment
Integrated Postsecondary Education Data System (IPEDS)	Fall, first-time, full-time, degree seeking	2012-current	Benchmarking
Voluntary Framework of Accountability (VFA) (introduced 2017)	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
OC5 (introduced 2018)	Becomes a member of cohort in the first Fall following completion of 6 credits in a term	2013-current	Reflection of OCCC student progress and attainment

Cohort Data Frames | Table 3.7

To evaluate mission fulfillment, core theme indicator data are used to gauge college achievement of core theme sub-objectives, summarized in core theme indicator scorecards. College achievement of core theme indicators against specified threshold levels determines whether the college is making acceptable progress toward mission fulfillment. 2019 is the first year for formal evaluation of mission fulfillment using achievement of core theme sub-objectives.

Supporting Documentation
11-Year Planning Grid
Core Theme Assessment Data Frames
Core Theme Assessment Tables: Student Success & Educational Pathways
Fall In-Service Agenda 2018
Core Theme Indicator Scorecards
Mission Fulfillment Scorecard

3.A.4 Resource Allocation

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

The institution's comprehensive plans articulate priorities and guides decisions on resource allocation and application of institutional capacity. The college's comprehensive plan (Mission, Core Themes and Big Five Strategic Framework) guides priorities, annual goal setting, resource allocation, and decision-making for the institution. The Budget Message for 2019-20 continues the focus on Mission, Core Themes, and the five strategic priorities. NWCCU financial guidelines (Eligibility Requirement 18 and 24) are also called out in the annual budget message.

After several years of review and reorganization, people and systems are well aligned to achieve core theme sub-objectives and the strategic priorities of the College, and resources are committed to ensure these people and systems are sustained. Oregon state funding for higher education, particularly community colleges, has diminished over the years. While this trend has seen some reversal in the past two biennia, students today shoulder a much higher percentage of the cost of their education that 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 OCCC transition to a new Enterprise Resource Planning system. OCCC has 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 initiatives. 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 General Fund contingency reserve in the 10 to 15 percent range, and have begun to build, from prior-year surplus fund balances, both a Board-restricted Reserve Fund for significant strategic initiatives and an operational strategic reserve to address lesser-scale growth opportunities that are one-time expenditures.

Supporting Documentation
Budget Message for 2018-19

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 has a well-developed emergency response plan covering fundamental fire, health and safety issues. Potential emergencies detailed in the plan include fire, threats of violence, evacuations, earthquakes, tsunamis and medical emergencies. Other aspects of the plan include procedures for unscheduled college closures, public communication strategies and a hazardous materials, waste and spill response plan.

Continuity of operations, including loss recovery and restoration of essential services, remains under development as part of the College's ongoing emergency preparedness planning effort. At the institutional level, continuity planning has focused on:

Facilities: ensuring that buildings will be able to operate at lesser levels of disaster, and

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

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 intended 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.
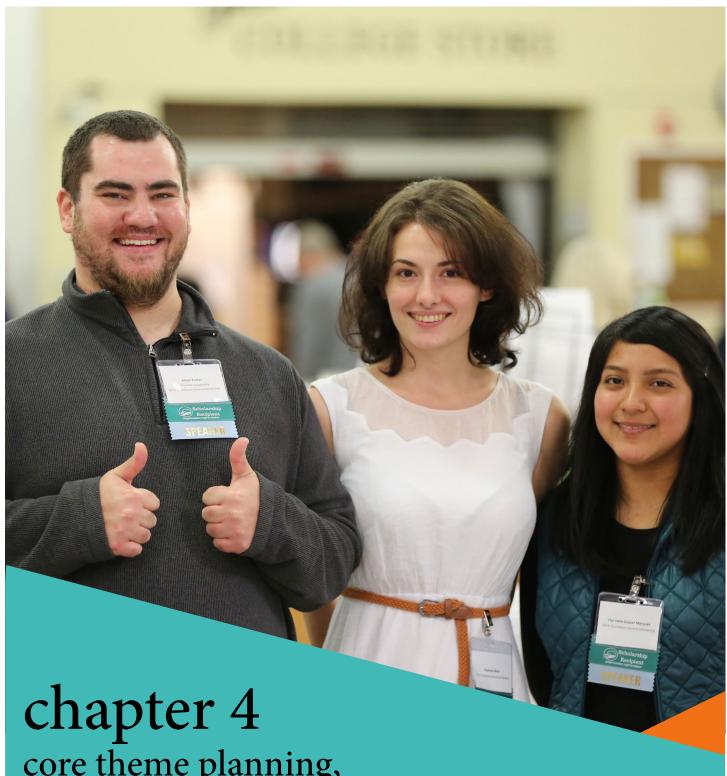
Applications and Technology

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 management system, 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 also currently in the implementation phase of a cloud-based ERP to replace its current server-based ERP, SharkNet.

At the departmental and functional area levels, Continuity of Operations plans have been completed by Student Services, the Foundation and the Nursing and Aquarium Science CTE programs. Remaining areas are drafting their continuity of operations plans to meet the College-wide goal of completion in 2020.

Supporting Documentation
Emergency Response & Continuity of Operations Plan; Hazardous Materials & Waste
COOP Plan Nursing General Disaster 2017
COOP Plan Nursing Clinical Affiliates Strike 2017
COOP Plan AQS 2017
COOP Plan Foundation 2017
2019-2020 Budget Message

chapter 4
core theme planning,
assessment and improvement

2019 SER | OREGON COAST COMMUNITY COLLEGE

Chapter Four

Executive Summary of Eligibility Requirement 22: Student Achievement

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

OCCC identifies and publishes Program Learning Outcomes for all degree and certificate programs on the College website, in the College Catalog, and in marketing and advising materials. Course Learning Outcomes are published in all course syllabi. Course and Program Learning Outcomes apply regardless of offering location or delivery method.

OCCC engages in regular and ongoing assessment to validate student achievement of learning outcomes. Academic programs unique to OCCC (i.e., Nursing, Medical Assistant, Nursing Assistant, and Aquarium Science) have long-established processes of conducting learning assessments and program reviews to ensure the students are meeting course and program learning outcomes. In shared curricular areas, OCCC has adopted PCC curriculum and through 2018-19 followed the lead of PCC faculty for formal assessment of learning outcomes in the shared curriculum, as required by the OCCC-PCC Educational Services Agreement.

In preparation for independent accreditation and the conclusion of the OCCC-PCC Educational Services Agreement, the College, through a collaborative process, has developed a comprehensive assessment plan which includes the regular assessment and evaluation of student achievement of learning outcomes at the course, discipline, program, and institutional level. This plan expands the ongoing assessment of learning outcomes in curriculum unique to OCCC to all College educational programs and disciplines. The plan was implemented in the 2018-19 academic year, with 50% of courses completing assessment of course and program learning outcomes by the end of academic year. Outcomes will be assessed for all courses on a quarterly basis thereafter.

Supporting Documentation
College Catalog 2018-19
Degree and Certificate Outcomes
Assessment Plan
Completed Outcomes Assessments:
       AQS 216
       HST 203
       WR 121
       GS 106

Executive Summary of Eligibility Requirement 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 engages in multiple evaluation and planning processes to ensure institutional effectiveness. Regular assessment and evaluation cycles are reflected on the 11-Year Planning Grid. The Assessment Plan details evaluation and planning procedures for College programs and services, Core Theme assessment, and evaluation of mission fulfillment. Planning and evaluation for mission fulfillment and core theme achievement drive planning and evaluation at all levels of the College, with mission fulfillment being solely based on achievement of core themes and their sub-objectives.

College planning occurs on three levels: institutional, operational, and unit level. The connectivity of the various planning processes to mission fulfillment is represented in the OCCC Planning Ecosystem Model (See Chapter 3). Results from these evaluation and planning processes are communicated through College publications, reports at College Council and Board of Education meetings, on the College website and at campus-wide meetings and events.

Institutional level planning includes the three broad areas of enrollment, budget and resource allocation, and facilities. These areas are interdependent while impacting all operational and unit levels of the College. At the same time, they are affected by planning at the unit levels. Institutional plans are therefore "living" documents which respond to the changing conditions within the external environment and to approved program and service changes at the unit level.

Unit-level planning is conducted through the College's Service and Program Area Review (SPAR) process (Figure 4.2, Chapter 4). SPAR encompasses the ongoing and systematic evaluation of all College instructional programs and service areas, combining long-term planning with interim reports. Program and service planning and evaluation include a review of student achievement of learning outcomes, an analysis of the strengths, weaknesses, opportunities and challenges affecting the unit (internal and external), and the establishment of four-year goals and annual objectives. Outcomes, goals, and objectives are aligned with the achievement of core theme objectives, and linked to budget planning and resource allocation through budget requests, submitted to the area supervisor and prioritized on the basis of relation to improvements in core theme achievement.

Unit level planning impacts institutional planning levels through the adjustments to resource allocation, enrollment planning, and facilities necessary to implement changes proposed through unit level planning. At the same time, unit level planning is affected by constraints within available budget resources, facilities, and enrollment planning.

Operational planning is utilized for multi-year complex project implementation and long-term strategic goals (ERP implementation, Technology Planning, Migration and Continuity Plan). These are "living" documents which may be formal long-term reports or represented, for example, through the 11-year Planning Grid or Migration and Continuity Plan. Operational planning may be influenced by constraints in the external environment, budget planning, facilities constraints, and enrollment planning.

Core theme achievement and mission fulfillment are evaluated and documented through the use of Core Theme Indicator Scorecards and the Mission Fulfillment Scorecard. Achievement of core theme indicators is evaluated against pre-determined achievement thresholds. Mission fulfillment is based solely on achievement of core theme indicators and sub-objectives. Annual, college-wide review and evaluation of core theme achievement and mission fulfillment occurs during fall in-service meetings. The College's two Core Theme Planning Teams monitor achievement of core theme indicators throughout the year, providing "early alerts" to trends in core theme achievement and agility in planning.

The College's Environmental Scan surveys service area labor market conditions, including wages and job openings, business and industry trends, socioeconomic data, and educational achievement levels, presenting longitudinal data and comparison data from surrounding counties. 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 utilizes information gathered through these processes to make strategic decisions that ensure the College's viability and sustainability. Some examples of past decisions resulting from these processes include moving to a Multiple Measures placement process, revamping developmental math, and the creation of new programs (e.g., Education and Welding). Changes in placement and the math curriculum increased retention and success, and the addition of the regionally responsive programs is bringing new students to the College.

Through these processes OCCC regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the College and its ability to ensure its viability and sustainability.

Supporting Documentation
OCCC Self-Evaluation Reports for NWCCU
Institutional Effectiveness Webpage
11-year Planning Grid
Migration and Continuity Plan
OCCC Planning Ecosystem Diagram
2019 Environmental Scan
Core Theme Indicator Scorecards
Mission Fulfillment Scorecard

Organization of Chapter Four

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 and Assessment (3.B and 4.A) describes the evolution of Core Theme Planning at OCCC, data frames used for analysis, and provides an overview of OCCC's assessment of institutional effectiveness. Emphasis is placed on the evaluation of programs and services and on the faculty role in the assessment of student achievement.

> **Section Two:** Student Success and Educational Pathways Core Themes provides a framework for each Core Theme that aligns the objectives with strategies, initiatives and measured

outcomes for each Core Theme, and provides the basis for the analysis of Mission Fulfillment (5.A).

Section Three: Improvement (4.B) concludes with a description of how planning and assessment drive the institutional changes that lead to system improvements and enhanced student achievement.

Section 1: Core Theme Planning and Assessment

Section I (Overview): Core Theme Planning and Assessment (Standards 3.B and 4.A)

OCCC core theme planning and assessment are consistent with and fully integrated into the institution's planning and assessment processes. The narrative in this section describes the institution's processes and practices for core theme planning and assessment, including the ongoing use of core theme planning in the selection of programs and services. This planning is informed by the systematic use of appropriate data and the ongoing and systematic evaluation of programs and services, which has evolved into SPAR (Service and Program Area Review), and the assessment of student learning in courses, programs, and degrees, extended in 2018-19 to general education disciplines, transfer programs, and service areas.

Standard 3.B Core Theme Planning

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

Consistency with Institution's Comprehensive Plan
Core theme planning is consistent with OCCC's comprehensive plan and integrated into institutional planning processes. This consistency and integration has extended throughout the current planning period (2015-2023), and was an intentional and purposeful result of the process which culminated in 2015 with the adoption of the Big Five Strategic Framework.

The Framework established four core themes, drawn directly from the College mission: Student Success, Educational Pathways, Responsiveness, and the Enrichment of Economic and Civic Vitality of the region. These four core themes established the parameters within which all planning activities for the realization of the College mission and its strategic priorities were to be conducted and evaluated.

Five strategic priorities were identified to support the achievement of the core themes:

1. Independent Accreditation with NWCCU

2. Student Success with Intentional and Aggressive Growth in Enrollment

3. Becoming a Great Place to Work

4. Systematic and Comprehensive Planning

5. Becoming an Agile and Flexible Organization

Strategic Priorities 1, 3, 4, and 5:

As a College yet to pursue independent accreditation OCCC was in a unique planning position, with some limitations in its ability to be fully responsive to the needs of its community. Independence was viewed as fundamental to the College's ability to provide regionally responsive educational pathways and supports for student success, and was established as strategic priority number one. Other strategic priorities were established to enable the College to develop the capacity, sustainability, systems, policies, and procedures characteristic of successful independent small colleges. These included fostering a work environment that attracts and retains a diverse, high quality faculty and staff (#3), the continuing development of systematic and comprehensive planning processes to support core theme achievement and ensure sustainability (#4), and the development of organizational structures and fiscal resources to be flexible and responsive to change (#5).

Purposely developed to actualize the College's capacity and ability to achieve its core themes, these four strategic priorities provide guidance for the maturation of the College into an independent College, with fully developed processes, structures, and systems to sustain programs and services in support of its core themes. As such they connect and require support from all functional areas of the college. They are actualized and operationalized primarily through the institutional and operational levels of the comprehensive institutional plan, and documented through living planning documents in some cases (data system implementation, facilities planning, Migration and Continuity Plan), and through the use of tracking documents such as the 11-year Planning Grid.

Strategic Priority 2: Student Success and Enrollment Growth
The strategic priority of Student Success and Enrollment Growth provides direction and guidance for unit level planning in support of core theme achievement. Eight objectives are delineated to guide core theme planning for College programs and services. Program and service area goals and outcomes, documented through the SPAR (Service and Program Area Review) process, are aligned with the achievement of core theme indicators, providing consistency and integration between core theme planning and the institution's comprehensive plan.

In 2017-18 ongoing development and evaluation of assessment and planning processes led to the merging of four core themes into the current twin core themes of Student Success and Educational Pathways. These two core themes are drawn directly from the College mission and have provided consistency and guidance for institutional planning since the formation of the Big Five Strategic Framework in 2015. 2018-19 represents the first cycle of formal assessment and evaluation of achievement of the revised core themes.

Planning for the achievement of core themes underlies and is integrated with all levels of College planning, which align with the strategic priorities and support College core themes. Institutional and operational plans implement broad, college-wide strategic priorities that are guiding the College toward independence and the ability to tailor its programs and services to the needs of its community (Student Success and Educational Pathways). Unit level planning formulates and evaluates goals and objectives at the program or service area level that support the achievement of College strategic priorities and align with core theme objectives. Planning for core themes is thus integrated throughout and consistent with the College comprehensive plan. Institutional planning supports the accomplishment of the College's core themes, and core theme planning and assessment inform and guide institutional planning efforts.

Core Theme Planning Guides Selection of Programs and Services
Planning for core themes guides the selection of programs and services to ensure alignment with core theme sub-objectives. Continuous improvement in achievement of Core Theme sub-objectives is the primary consideration in the selection of new programs and services. Improvement strategies

proposing new programs and services may be initiated as a result of the assessment and evaluation of core theme achievement, a recommendation from the Core Theme Planning Teams, through program or service area personnel as a result of outcomes assessment, or as part of the SPAR (Service and Program Area Review) process.

Consideration of new transfer programs and degrees is currently limited due to provisions of the OCCC-PCC Educational Services Agreement. Proposed new CTE programs are reviewed with the use of the CTE Program Selection Rubric, developed in 2015, which aligns and ensures consistency between the consideration of new programs, Core Theme planning, and College strategic priorities. The Rubric integrates evaluation of the potential the proposed program has, if implemented, for contributing to the achievement of Core Theme objectives, sub-objectives, and College strategic priority objectives. New program consideration is thus initiated from a core-theme-planning perspective, and is pursued on the basis of the program's alignment with core theme objectives.

New service proposals resulting from Core Theme evaluation which may impact other areas of the College are proposed as Service Area goals in SPAR (Service and Program Area Review) reports. Short-term objectives to accomplish the goal, and any accompanying resource request, are aligned with area outcomes and Core Theme sub-objectives. Proposals are submitted to the area supervisor, and prioritized based on the strength of their relationship to College priorities in core theme planning and improvement. Approved resource requests are forwarded for review and consideration in the College budget and resource allocation process, providing further linkage and alignment between core theme planning and institutional planning.

Recent improvements to program offerings and support services provide examples of the alignment of new programs and services with core theme objectives. In 2017-18, after careful research and planning and in response to a need for diverse K-12 teachers, OCCC implemented a program in Early Childhood Education. Program development and design was guided by core theme sub-objectives and College strategic priorities, with the CTE Program Selection Rubric used as an evaluation tool for alignment purposes. Now in its second year, the program is articulated with Western Oregon University (WOU), providing completing students the opportunity to continue to WOU for complete certification as a K-12 teacher. Lincoln County students have the opportunity to pursue early college classes in the program while still enrolled at area high schools. To provide stability in early years of the program, grant funding was secured. Research and collaboration, guided by core theme planning, has provided a strong foundation for a new program that supports the needs of the College community.

Other examples include efforts to increase student retention and engagement, aligned to Student Success Core Theme sub-objectives:

- The development of a student climate survey, to be administered in Fall 2019, to better inform the design and delivery of programs and services.

- Collaboration between the Assessment Task Force and the Equity and Inclusion Committee on the assessment of student achievement of the Communication CILO spurred changes to recognize differences in: culture, socio-economic background, linguistic background, gender differences and ability.

- The college implemented a Student Engagement and Retention System (Aviso), with the support of grant funding, to assist in early alert and intervention and increase student retention.

Further and extensive documentation of how core theme planning guides the selection of programs and services is provided in Section II of this chapter, Core Theme Planning and Assessment: Student

Success and Educational Pathways. This section also further illustrates the consistency between core theme planning and the institution's comprehensive plan.

Supporting Documentation
College Goals and Strategic Priorities
Institutional Planning Levels Diagram
Core Theme Indicator Scorecards – Student Success and Educational Pathways
CTE Program Selection Rubric

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

Planning for programs and services guides the selection of their contributing components, which are proposed and designed by program and service area faculty and staff. The primary impetus is continuous improvement in student success within the program or service area, tied to achievement of goals and intended outcomes.

Prior to the development of the SPAR process, the 11-year Planning Grid and the Migration and Continuity Plan served as the primary planning and documentation tools for the implementation of complex program and service components. SPAR reports now provide for and guide the proposal of additional contributing components. Using the SPAR report, the new component is proposed and identified as an area goal. Short-term objectives are identified, as necessary steps toward successful implementation, and are aligned with area outcomes and core theme sub-objectives. This integration ensures that contributing components of Core Theme programs and services are aligned with the goals or intended outcomes of the respective programs and services. If approved, SPARE reports provide updates on the implementation and evaluation of the new component and its continued alignment with intended outcomes.

Examples of how contributing components have been selected to contribute to achievement of intended outcomes of the unit include:

- To strengthen advising and outreach activities, the Navigate application was conceived and initially developed with grant funds. Navigate assists the successful transition for high school students to higher education by providing expanded access to information on educational programs, matriculation processes, and funding opportunities for students. Navigate provides essential information to secondary students and their parents, and is particularly helpful for first-generation college students and their families. Adoption of the Navigate program as a component of advising and outreach activities is directly related to area goals and intended outcomes of increasing recruitment of high school students and supporting their successful transition to higher education.

- To accelerate student progression through developmental levels of writing courses while preserving success rates in college level classes, discipline faculty developed co-requisite sections of writing courses (WR 115 and WR 121). Support structures to aid in the successful completion of these courses were also designed and implemented. This component of the writing program was proposed to contribute to student achievement of discipline outcomes, and directly supports the achievement of both Student Success and Educational Pathways core theme sub-objectives.

Additional evidence and documentation of the selection of contributing components of programs and services in support of core theme planning and area goals and outcomes is provided in Section II of this chapter.

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

Core Theme Planning – Appropriately Defined Data to Evaluate Achievement of Objectives

Planning for College Core Themes is informed by appropriately defined data which are analyzed and used to evaluate achievement of Core Theme sub-objectives, as defined in the Core Theme Assessment Tables. The method and rationale for each indicator, as well as its targeted achievement threshold, are also specified. Many of these indicators, particularly the measures that support evaluation of student persistence, progress, retention, and attainment, have been collected and analyzed since before the development of the College's current Strategic Plan, providing consistency and ongoing guidance for the College's analysis and improvement initiatives.

Core Theme indicators combine quantitative and qualitative measures and consist of both leading and lagging indicators. The emphasis is on leading indicators for predictive purposes, with the goal of identifying challenging transition points for students and providing timely support to enable them to persist toward their goals.

Enrollment, persistence, retention, and completion measures are disaggregated to provide information on disproportionate impacts and equity. To provide benchmarking opportunities to gauge College performance compared to peer Colleges, since 2012 the College has utilized multiple data frames to assess performance on Core Theme indicators. Each data frame defines a slightly different cohort from the others (see below). In 2018 OCCC added the custom designed cohort called OC5 (Oregon Coast Community College Custom Cohort), with supporting data retrieved back to 2013 for historical context:

Cohort Data Frames | Table 4.1

Data Frame	Cohort Definition	Data Range	Current Use
Achieving the Dream (ATD)	Fall, full- and part-time, new students	2012-2018 (continue using indicator data but discontinue cohort definition – OC5 preferred)	Benchmarking; Disaggregated persistence and attainment
Integrated Postsecondary Education Data System (IPEDS)	Fall, first-time, full-time, degree seeking	2012-current	Benchmarking
Voluntary Framework of Accountability (VFA) (introduced 2017)	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
OC5 (introduced 2018)	Becomes a member of cohort in the first Fall following completion of 6 credits in a term	2013-current	Reflection of OCCC student progress and attainment

Quantitative indicator data are collected periodically (quarterly or annually) depending on the nature of the indicator. Qualitative data are collected according to the periodic administration of surveys (annually, biennially, or triennially).

The achievement of core theme objectives is analyzed, using core theme indicator data, throughout the year by planning groups and committees and in college-wide meetings. Core Theme Planning Teams, the Executive Team, and the Instructional Leadership Team meet throughout the academic year to analyze and evaluate data, as it becomes available, and to monitor achievement of core theme indicators. Annually, College achievement on core theme indicators is summarized in Core Theme Indicator Scorecards. These summaries are utilized in college-wide Fall in-service meetings for review, discussion, and evaluation. A Spring Assessment Day is planned starting in 2020, providing another opportunity for college-wide discussion and core theme planning.

As detailed in the narrative above, the analysis and evaluation of achievement of core theme objectives, informed by the use of appropriately defined data, occurs in an ongoing and systematic manner, at multiple levels throughout the College, and in college-wide forums during the year.

Programs and Services – Appropriately Defined Data to Evaluate Outcomes Achievement
Program and service planning is informed by the collection of appropriately defined data, which are used to evaluate achievement of goals or intended outcomes of programs and services. OCCC CTE programs have participated in program reviews since 2013, with formal review of data included in the review according to the requirements of their oversight organization. In 2018-19 the new Service and Program Area Review (SPAR) process expanded the practice of program review to transfer programs, disciplines, and service areas.

SPAR encompasses the ongoing and systematic evaluation of all College programs and service areas, combining long-term planning with interim reports. A Comprehensive Service and Program Area Review (SPARC) is conducted by program or area personnel every four years. SPARC is supplemented by the Service and Program Annual Review and Evaluation (SPARE), which provides an annual progress report toward achievement of goals and outcomes.

The new SPARC for instructional programs includes an examination of three-year longitudinal data for each program, including enrollment, completion, diversity, and program efficiency figures. Intended course and program learning outcomes are assessed on a quarterly basis as detailed in the College Assessment Plan, and utilized to continually improve instruction and student achievement. The Educational Pathways Core Theme sub-objectives and indicators integrate the expectation that College programs use learning outcomes assessment results to evaluate student achievement, and utilize this information to implement changes in instruction and curriculum. Assessment results and program improvements are reported as a part of the SPARE report.

As a component of the College's new SPAR process, service areas are developing outcomes for their functional areas. As these Service Area Outcomes are designated, assessment methods to evaluate achievement of the outcomes, as well as the periodic assessment (minimum annually) of each, are designated. Members of the Assessment Task Force serve as reviewers and advisors to gauge the appropriateness on the assessment tools designated for Service Area Outcomes. Service Areas report on outcomes assessment results, with proposed improvement strategies, annually in the SPARE report, and as a part of the SPARC (Comprehensive Service Area Review) report. This new SPAR process was utilized in 2018-19 by Library Services, as the first completed Service Area review.

Program and Service Area goals are documented and assessed through the College's SPAR process. These goals are established in response to program or service area self-evaluation of strengths and

weaknesses and/or in response to student achievement on program/service area outcomes and College Core Theme indicators. The program/service area also designates short-term objectives for each goal, which serve as benchmarks toward the achievement of the goal and are assessed using tools specified by program faculty or area personnel.

Evaluation of student achievement of intended outcomes and progress toward goals and objectives is thus integrated into the SPAR process and ensures that the use of this data informs planning for programs and services.

Supporting Documentation
11-year Planning Grid
Core Theme Indicator Scorecards
CTE Program Selection Rubric
Assessment Plan
SPARC Template - Instructional Programs
SPARC Template – Service Areas
SPARE Template - Service Areas
SPARE Template – Instructional Programs

Standard 4.A Assessment

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

4.A.1 Assessment

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

Ongoing and Systematic Collection of Data Appropriate to Core Theme Indicators
The College uses meaningful, assessable, and verifiable data, which is collected in an ongoing and systematic manner, to evaluate the achievement of its Core Theme objectives. Indicators for each core theme sub-objective are drawn from best practices of successful colleges, Achieving the Dream and AACC indicators for student success, and commonly recognized and tracked data that are used for state and federal reporting purposes. Multiple data frames are utilized as benchmarking tools for comparison against other peer colleges (Std. 3.B.3). The method of collection and rationale for each indicator are documented in the Core Theme Assessment Tables.

A combination of quantitative and qualitative data are collected, as appropriate to the core theme sub-objective. Both leading and lagging indicators are used, with a preference for leading indicators for predictive purposes. Core Theme indicator data are collected on different intervals specific to the
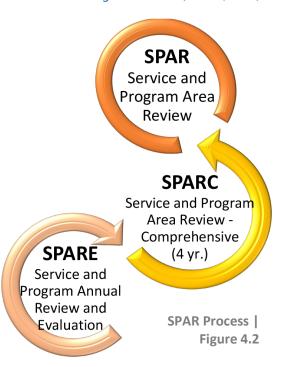
indicator itself, most frequently on a quarterly basis. Qualitative data are collected per the scheduled administration of the survey, either annually or biennially.

Ongoing Systematic Analysis of Data to Evaluate Accomplishment Core Theme Objectives

Evaluation of College performance on Core Theme sub-objective indicators is systematic, ongoing, and college-wide. As quarterly data is collected, College performance on achievement indicators is observed and analyzed by Core Theme Planning Teams, the College Executive Team, and faculty or staff groups who are most closely associated with the data collection and evaluation for that indicator. This ongoing evaluation provides for close monitoring and the identification of any areas of concern during the year, if a quick response is needed.

College-wide evaluation of Core Theme achievement occurs on an annual basis during Fall in-service, after student records and data are finalized for the prior year. Core Theme Indicator Scorecards are presented, with College performance on each indicator documented. A Data Walk, encompassing multiple classrooms, focuses on display and discussion of assessment results on varying indicators. Small groups rotate through the rooms to ensure full coverage and participation. Spring in-services follow up with small group meetings focusing on specific indicators and areas where improvement is desired.

Supporting Documentation
Fall In-Service Agendas
Core Theme Planning Team Notes (Jan. 25, 2019)

SPAR Process |
Figure 4.2

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

OCCC's instructional program review process is intended to provide a comprehensive and in-depth analysis of program effectiveness, and review of program alignment with College goals and Core Theme sub-objectives. Since 2013, all OCCC CTE programs, the Adult Basic Skills program, and the Mathematics discipline have conducted annual program evaluations. Beginning in 2018-19, the College, as part of its emphasis on assessment-based planning, extended the practice of program review to all disciplines and transfer programs.

The SPAR (Service and Program Area Review) process, shown here, encompasses the ongoing and systematic evaluation of all College instructional programs and service areas, combining long-term planning with interim reports. A Comprehensive Service and Program Area Review (SPARC) is conducted by program or area personnel every four years. SPARC is supplemented by the Service

and Program Annual Review and Evaluation (SPARE), which provides an annual progress report toward achievement of goals and outcomes.

SPAR reports are scheduled on a staggered basis, with all College areas completing a comprehensive review within a four-year period. Annual reports are completed by all programs and service areas in the years between their scheduled SPARC. The SPAR schedule details the review process schedule for College programs and service areas.

Instructional program review and evaluation is conducted by program or discipline faculty, who collaborate in setting four-year goals and short-term objectives for the program. Program faculty review progress toward achievement of program goals and objectives annually (SPARE), with an update provided to the Chief Academic Officer. The SPARE report includes an evaluation of student achievement of intended Program Learning Outcomes, and a report on changes made to program instruction during the year to foster continued improvement in student success. SPARC reports were completed by Math and Science program faculty and the Aquarium Science program in 2018-19, with Library Services being the first service area to undertake the comprehensive review.

SPARC and SPARE report templates are specific to instructional programs or service areas, and are designed with flexibility to allow for the unique functions and needs of each unit. Both reports integrate the assessment and evaluation of program/service area goals and intended outcomes, with progress toward goals and outcomes achievement reported on an annual basis.

Supporting Documentation
SPARC Template – Instruction
SPARC Template – Service Areas
SPARE Template – Instruction
SPARE Template – Service Areas
SPAR Schedule
Completed SPARC/SPARE Examples:
       Library SPARC
       Adult Basic Skills SPARE
       Math SPARC

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

CTE programs unique to OCCC, as a part of their evaluation report to outside agencies, have tracked and documented student achievement of program outcomes since the development of the College Strategic Framework, as has the Adult Basic Skills program, in compliance with Title II regulations. In 2018-19, as part of continuous improvement in planning and assessment practices, the College developed and implemented its Assessment Plan, which extended assessment of program learning outcomes to transfer programs and general education disciplines. The Plan details a regular and comprehensive system of assessment of student outcomes achievement at all levels.

To develop assessment capacity and framework, during the 2018-19 year, transfer and general education faculty undertook the alignment of course learning outcomes with discipline and/or program learning outcomes, and designated assessment methods to evaluate student outcomes

achievement in their courses. Assessment of student outcomes was begun, with 50% of courses having completed outcomes assessments by the end of the year. After the initial implementation period, the goal of the instructional area is to have all courses assessed on a quarterly basis, or each time the course is taught for those less frequently offered.

Faculty have sole responsibility for assessment of learning outcomes in the courses they teach. Course Learning Outcomes (CLOs), Discipline Learning Outcomes (DLOs), and Program Learning Outcomes (PLOs) are assessed quarterly, with collaborative faculty meetings in the spring quarter to discuss and evaluate results. Assessment of Comprehensive Institutional Learning Outcomes (CILOs) is being implemented over a four-year timeline.

The system of documentation for learning outcomes achievement is currently an Excel-based system, with data housed in the Office of Instruction. The Office of Instruction compiles assessment data and tracks the completion of outcomes assessment. Current improvement plans for assessment are to integrate assessment data and reporting into a dashboard application in association with the College's Office of Institutional Research.

As implementation and evaluation of assessment for course, program, and degree outcomes continues, faculty, supported by the Assessment Task Force and the Office of Instruction, will continue to refine and improve the process. Subsequent to the achievement of independent accreditation, College faculty will have sole responsibility for College curriculum, with the ability to revise course and Program Learning Outcomes to reflect the unique program and student needs of the College service area.

Supporting Documentation
Assessment Plan
Completed Outcomes Assessments:
   AQS 216
   HST 203
   WR 121
   GS 106

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

OCCC's Core Theme Planning Teams provide a holistic, broad perspective in the evaluation of the alignment, correlation, and integration of College programs and services. The Core Theme Planning Team is comprised of representation from across all areas of the college and meets regularly to evaluate the College achievement of Core Theme objectives and identify potential areas of needed improvement.

With their "whole-college" perspective, the Planning Teams receive regular data updates and also review SPARC and SPARE reports submitted by instructional programs and support service areas. The groups remain well-informed regarding both the needs for improvement in Core Theme objectives, as well as the capacity, resources, and intended outcomes of programs and service areas. This ongoing awareness and broad perspective enable the groups, through the institutional planning process and recommendations, to propose new initiatives for consideration and amendments to current initiatives while, because of their unique position, proposing efficiencies to increase the alignment, correlation, and integration of programs and services.

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

The SPAR process, with its four-year formal review and annual updates, serves as the primary tool for the holistic evaluation of the integration of planning, resources, capacity, practices and assessment related to achievement of goals or intended outcomes of programs and services. In the comprehensive review faculty and staff conduct an analysis of strengths, opportunities, weaknesses and challenges. This analysis includes an evaluation of staffing and capacity, with the opportunity to discuss unmet needs of the program or service area, particularly with respect to its ability to achieve its intended outcomes. The review includes the potential to request additional resources, tied to the achievement of outcomes, program/service area goals, or to fund a Core Theme-related improvement strategy. Resource requests are then integrated into budget planning and resource allocation, dependent on availability of resources, on the recommendation of the area supervisor and after review by the Executive Team and Budget Advisory Committee. Priorities are given to requests aligned with College-wide achievement of Core Theme sub-objectives.

SPAR reports are reviewed with the area supervisor, presented to the Core Theme Planning Teams, and discussed at spring assessment meetings. These reviews are also summarized and integrated into Executive Team meetings.

The SPAR process provides for benchmarking reporting and evaluation at each year-end, with an update on progress toward goal achievement and assessment of program or service area outcomes. The combination of interim and summative assessment methods ensures ongoing awareness and evaluation of planning, resources, capacity, practices, and assessment in support of achievement of the goals and intended outcomes of Core Theme programs and services.

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

The regular review of assessment processes to ensure their ability to appraise authentic achievements and yield meaningful results has contributed to ongoing and purposeful improvements in the process since the formation of the College Strategic Framework. With the guidance of strategic priority #4, the development of comprehensive planning processes and core themes of Student Success and Educational Pathways, the College has planned and is in the process of the implementation of a new student records and data system, scheduled for completion in spring 2020. The new system will enhance data access and capacity, improving assessment processes.

To improve capacity and support for assessment processes, the Assessment Task Force (ATF) was formed and charged with oversight and review of College assessment processes. The ATF serves as a resource and advisory group to faculty and staff for the improvement of planning and assessment processes, and in a dual role as the Student Success Core Theme Planning Team.

Evaluation of assessment processes also led to the extension of program review processes to transfer and general education courses and programs, with the development of the SPAR process. Assessment processes for all levels of learning outcomes were developed and documented in the Assessment Plan.

Review of assessment processes is ongoing throughout the academic year, and includes evaluation of the appropriateness of assessment measures and methods. While the SPAR process is in its first year

for service areas and transfer and general education programs, collaboration and input from faculty and staff has already resulted in changes to and improvements in the process. For example, the previously mentioned collaboration between the Assessment Task Force and the Equity and Inclusion Committee on the assessment rubric for CILO #1 resulted in a more effective assessment tool that reflects sensitivity to culture, socio-economic background, linguistic background, gender differences and ability.

The SPARC and SPARE reports include input from program faculty on challenges encountered within the assessment process and recommended changes to improve program assessment. These observations are integrated into faculty and committee review of assessment process, effectiveness, and results. Annual faculty meetings include discussion of the assessment process and potential improvements to the process, with an Assessment day to be scheduled in the spring terms to include evaluation of the process itself.

To improve assessment capacity and ensure ongoing and systematic improvement in assessment practices, the College has added a 0.5 FTE position of assessment specialist for the 2019-20 year. Housed in the Office of Instruction, this position will add coordination and oversight to assessment processes and enhance the regular review of these practices which are at the foundation of planning for programs and services and provide the foundation for core theme planning.

Section One Summary

Section One (3.B and 4.A) has detailed the ways in which OCCC core theme planning is informed by data collection and analysis, and guides the selection of programs and services and their contributing components. The process for ongoing and systematic evaluation of programs and services was described, including the recent development of the SPAR process, which extends formal evaluation and annual review to general education disciplines and service areas.

Assessment of student learning in courses, programs, and degrees was outlined and has been detailed through the Assessment Plan, with full implementation of assessment and evaluation of student achievement of course, discipline, and Program Learning Outcomes. Achievement of independent accreditation will bring curricular autonomy to OCCC faculty and enable realization of the full potential of the College's assessment processes.

Section II provides significant evidence and documentation of the use of core theme assessments to evaluate core theme achievement and effect improvement in programs and services.Section 2: Student Success and Educational Pathways Core Themes

Section 2: Student Success and Educational Pathways Core Themes

This section presents the documentation of the assessment and evaluation of achievement of each Core Theme, based on assessment of their respective sub-objective indicators. Because each indicator is weighted equally, they are, in almost all cases, assessed and evaluated individually.

The section is broken into two parts, each of which focus on a separate core theme. The Student Success core theme is presented first, followed by the Educational Pathways core theme.

Documentation for each Core Theme presents summaries of all core theme indicators, including rationale for the indicator and assessment of achievement of the indicator. Continuous improvement strategies implemented as a result of the assessment are described. Instances where indicator achievement does not meet the performance threshold are flagged for review and discussion in the fall in-service, when core theme achievement and mission fulfillment are a focus of College-wide meetings. Improvement strategies for these indicators continue to be a focus during the year in College leadership, College Council, and Core Theme Planning team meetings, supported by meetings in program and service areas.

Core Theme One: Student Success
The Student Success Core Theme covers the lifecycle of the student. From the time the student enters the college, this core theme explores/monitors those critical milestones that ultimately lead to a student successfully achieving their academic goals of degree or certificate completion or transfer to a four-year college or university. A student's ability to achieve these milestones is improved by institutional structures that facilitate progress. The Student Success core theme actualizes the College commitment to building a holistic College environment that removes student barriers and supports student achievement of key milestones and progression toward completion of their educational goals.

OCCC is committed to examination of its processes through data and investing its resources into initiatives that ultimately lead to student success and mission fulfillment.

Core Theme Sub-objective 1: Students feel welcomed, included, engaged and supported.
Rationale:
OCCC strives to be an institution in which all students feel they matter and belong. The College strives to build a culture of inclusivity that is reflected in the activities of our faculty and staff.

Drawing from tools developed by the Center for Community College Student Engagement, the College administers the SENSE and CCSSE surveys periodically. SENSE and CCSSE include questions about institutional practices and student behaviors that are highly correlated with student retention. Additionally, the college utilizes the leading indicator of student attendance as a proxy for student engagement.

Indicator 1.1 New Students: Student ratings on SENSE for questions associated with inclusion and engagement
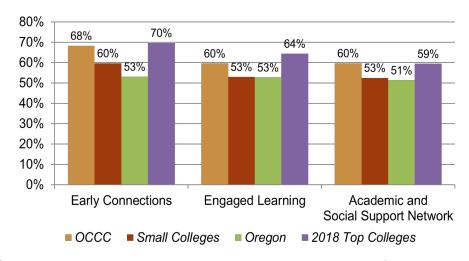
Indicator Achievement Level:

Table 4.3

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
1.1 New Students: Student ratings on SENSE for questions associated with inclusion and engagement.				EC: 68% > 60% EL: 60% > 53% ASN: 60% > 53%
Mission Fulfillment: Target: On SENSE, score at or above the Carnegie Classification Comparison group (Small Colleges) for those responses related to "Early Connections" (EC), "Engaged Learning" (EL), and "Academic and Social Support Networks" (ASN) Needs Improvement: Score Below comparison group.	Historical	Historical	Target Set	Target Met

Analysis:
The target was met.

The college has monitored this metric through participation in CCSSE (2008, 2011, 2014) and SENSE (2009, 2012, 2014, and 2018). While the Oregon Colleges are not scheduled to participate in CCSSE until Spring 2020, the 2019 SENSE survey reflects new student perceptions in the critical time from when

OCCC Fall 2018 *SENSE* Benchmarks | Figure 4.4

they elect to come to OCCC up to and including the first three weeks of the Fall term. The college focused on three areas: "Early Connections", "Engaged Learning", and "Academic and Social Support Network."

In these categories the college consistently scored above the cohort of all participating Oregon Community Colleges (most Oregon colleges both large and small participated in the 2018 SENSE survey) and above the national cohort of Small Colleges. In the "Academic and Social Support

Network", OCCC scored above the average of the 2018 Top Colleges (top 10% of participating colleges in the 2018 cohort).

Continuous Improvement Strategies:

- In recognition of the integral role student life serves in helping students feel connected to the institution, the College has been intentional in its efforts to expand these opportunities. In addition to the Associated Student Government, active student clubs include: Phi Theta Kappa, Costuming Club, Drama Club, Eco-Green Club, Gaming Club, Gender Sexuality Alliance, Journalism Club, Sea Fans (aquatic science education and outreach), STEM Club, the Student Nurses Organization (OCCCSNO), and Waves (the annual literary and art journal published each spring).

- In 2015, the College developed the Equity and Inclusion Committee, which, "assist[s] in developing a campus whose environment is safe and inclusive for students, faculty, staff, and community members and which welcomes and promotes respect for a wide variety of human experiences." Culturally competent faculty and staff help students connect to the institution and promote a sense of safety in the classroom.

- To help students feel welcomed, included, and engaged, OCCC began its annual SharkBytes new student event in Fall of 2017. This event includes a student panel featuring students who have been at OCCC a year or more, cohort building activities, mock classroom experiences led by our full-time faculty, and a barbeque. This event is the outgrowth of efforts to connect students with faculty and staff and to reduce anxiety about the new student experience.

More recent activities include:

- Fall 2018: Game day- Students played video and board games, won prizes, and ate pizza.

- Fall 2018, Winter 2019: Celebrate Diversity Movie nights - Movie nights focused on a diversity topic.

- Fall 2018, Winter 2019, Spring 2019: Wellness Week - Activities to reduce stress during finals week each term included rock painting, chair massage, and mindful meditation.

- Spring 2019: Rainbow Riot (*pictured*)- Event aimed at increasing awareness of the GSA and LGBTQ+ presence on campus and to celebrate Pride Month. Students participated in sidewalk chalk diversity art, a colored powder activity, and a water balloon fight.

- In 2018 the College joined with the Oregon Rural College Student Success Network to develop equity-focused trainings that build our individual and collective capacity for inclusivity.

Locally this work is led by the Equity and Inclusion Committee and has been a central focus for college In-Service activities.

- In Spring 2019 the College completed its first Campus Climate Survey for Faculty and Staff and will deliver a Campus Climate Survey to students in Fall 2019.

Indicator 1.2: New and Returning Students: Student rating on SENSE and CCSSE for questions associated with quality and satisfaction with student support services.

Indicator Achievement Level: Table 4.5

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
1.2 New and Returning Students: Student ratings on SENSE and CCSSE for questions associated with quality and satisfaction with student support services.				Available June 2020
Mission Fulfillment: Target: ≥ 80% of respondents rate themselves satisfied or very satisfied with student support services or rated those services helpful or very helpful Needs Improvement: < 80%	Historical	Historical	Target Set	OCCC will join the other Oregon Colleges in delivering CCSSE Spring 2020

Analysis:
Data for evaluation of this indicator will be available summer 2020.

Indicator 1.3: Student attendance in the first three weeks of the term.

Indicator Achievement Level   Table 4.6

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
1.3 Student attendance in the first three weeks of term.			85%	94%
Mission Fulfillment: Target: ≥ 80% Needs Improvement: < 80%	Historical	Historical	Target Set	Target Met

Analysis:
The target was met.

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 supporting student transitions into the College. Student attendance at the individual level is used as a measure for engagement in the learning process and as a leading indicator for persistence and completion.

A 9-percent increase in attendance during the first three weeks of the term was observed between AY 2017-18 and AY 2018-19. However, increased student attendance in the first three weeks of term did not seem to correlate with increased course completion, GPA, or Fall to winter retention (see sub-objective 3).

Continuous Improvement Strategies:
- Beginning in 2017-18, student attendance was recorded by faculty during the first three weeks of the term using the newly adopted Aviso Student Retention system.

- In 2018-19, faculty emphasized to students the importance of attendance to successful course completion both in syllabi and in-class/online. As with the previous year, two missed courses resulted in an automatic alert being sent to a student's advisor through the Aviso Retention System (see sub-objective 2).

While attendance in the first three weeks of the term increased significantly between 2017-18 and 2018-19, the lack of apparent correlation with improved course completion and retention may indicate that early attendance is not a strong predictor of subsequent success for the College student population.

- The College will maintain its emphasis on the importance of attendance but will examine attendance patterns throughout the term to identify and mitigate key points of loss.

- The College will review the use and definition of this indicator in association with the achievement of the core theme sub-objective.

Sub-objective 2: Students receive pro-active intervention

Rationale:
Electronic Early alerts are designed to improve student persistence and promote academic success by identifying students who may be at risk of academic difficulty. Faculty and staff can submit an Early Alert on any student who may be struggling based on low class attendance, low test scores, incomplete or missing assignments or other academic behaviors. A member of the Early Alert team will attempt to contact the student within two days.

Indicator 2.1 Early alerts issued on students are followed up with by an advisor within two days.

*Indicator Achievement Level:*   Table 4.7

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
2.1 Early alerts issued on students are followed up with by an advisor within 2 days				100%
Mission Fulfillment: Target: ≥ 95% of early alerts are followed up with by an advisor within 2 days. Needs Improvement: < 95% follow-up	Historical	Historical	Target Set	Target Met

Analysis:
The target was met.

For the period since the College has tracked this metric, advisers were able to take action on the alert within two days in 100% of the cases. Alerts were closed by advisers after a "successful" intervention. If no intervention was successful, the system automatically closed the alert after 14 days.

There are three potential points in the Early Alert pipeline to evaluate: 1) the "input" portion where we look at faculty participation in the early alert process, 2) adviser intervention (i.e., response time), or 3) the "outcome" portion where we look at the effect on course completion, GPA, and retention. This analysis revealed we are not facing any capacity or workload issues in responding to early alerts.

Continuous Improvement Strategies:
- The College will continue to use this data to obtain a clearer understanding of student's needs and be proactive -- e.g. reducing the number of students flagged for Early Alerts.

- The College will examine where interventions were not successful and implement improvements to response systems.

Sub-objective 3: Students transition successfully into OCCC

Rationale:

> *"Current research indicates that helping students succeed through the equivalent of the first [term] can dramatically improve subsequent success rates: Successfully completing the first [term] can improve students' chances of returning for subsequent semesters, reaching key milestones, and ultimately earning certificates and degrees." (2018, Center for Community College Student Engagement).*

In the student lifecycle, an early indicator of persistence is completion of the first term, with students completing the majority of their attempted credits in good academic standing. While unforeseen, and to some extent uncontrollable, events may contribute to a lower grade, the unsuccessful completion

of a course, or the lack of persistence into subsequent terms, some outcomes can often be mitigated through intervention and some grades can be remediated through adequate support. The college further recognizes that it can go beyond mitigation, by preparing its faculty and staff to encourage student behaviors that foster success.

Indicator 3.1 Fall to Winter retention

Indicator Achievement Level: **Table 4.8**

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
3.1 Fall to Winter retention	85% (121/143)	85% (135/158)	85% (138/162)	85% (142/168)
Mission Fulfillment: Target: ≥ 85% Needs Improvement: < 85%	Historical	Historical	Target Set	Target Met

Analysis:
The target was met.

Fall to winter retention has remained stable and constant during the four year period documented above. While the College achieved the performance threshold, disaggregated data indicates part-time students are retained by the College at a lower rate. Fall to Winter retention rates are lower for part-time students (72%, compared to 91% for full-time students in 2018-19).

With part-time students making up approximately one-third of the represented cohort, improved support for part-time students may reflect in improvements on this indicator.

Continuous improvement Strategies:
In 2018 the Student Success Core Theme Planning Team recommended the College conduct a Student Vulnerabilities Survey of the student body. This survey identified financial insecurities as the greatest concern for our students. Financial vulnerabilities can be a significant factor in retention of students from quarter to quarter. While the College had taken the step of creating a student emergency fund with support from its Foundation in 2016-17, student use of this fund remained low. As a result of this survey,

- Instructions on how to access the Emergency Fund are now advertised to all students through the LMS.

- The syllabus template contains information about the Emergency Fund, and faculty are encouraged to remind students about the fund periodically throughout the term.

- The student services weekly student newsletter also began advertising the fund three times per term in Winter 2019.

Indicator 3.2 Percentage of credits successfully completed in first fall term.

Indicator Achievement Level:

Table 4.9

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
3.2 Percentage of credits successfully completed in 1st Fall term	87%	90%	87%	87%
Mission Fulfillment: Target: ≥ 85% Needs Improvement: < 85%	Historical	Historical	Target Set	Target Met

Analysis:

The target was met.

First-term student success data is derived using the Oregon Coast Community College Custom Cohort (OC5) data framework, which tracks entering fall students, 18+ years of age and attempting 6+ credits in their first term. In AY 2018-19, part-time students comprised 35% of the OC5 Fall cohort.

While first-term student success in 2018-19 was generally comparable across ethnicity, gender, and Pell eligibility, part-time students experienced significantly lower rates of first term success (75% of credits successfully completed compared to 91% of credits successfully completed).

Continuous Improvement Strategies:

- The College has extended advising hours into the evening one day per week in order to better serve students who are unable to take advantage of regular hours.

- Efforts to improve success rates for part-time students have included expanding the number of opportunities students have to connect with the institution. This past year, ASG added wellness week, Rainbow Riot, and three movie nights to increase student "connectedness". Wellness week had the additional benefit during finals week of assisting in reducing stress levels during that time.

Indicator 3.3 First term GPA

Indicator Achievement Level:

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
3.3 First Term G.P.A.	87%	92%	91%	85%
Mission Fulfillment: Target: ≥ 85% exceed 2.0 G.P.A. Needs Improvement: < 85% exceed 2.0 G.P.A.	Historical	Historical	Target Set	Target Met

Analysis:
The target was met.

Data on this indicator is consistent with indicators 3.1 and 3.2, with divergence in performance between full-time and part-time students. Within the OC5 cohort, in 2018-19 part-time students achieved an overall GPA of 2.75 in the fall term, compared to a 3.09 GPA for full-time students in the same period.

Continuous Improvement Strategies:
A student survey revealed transportation vulnerabilities for students in accessing course related supports (such as faculty office hours and tutoring). This was especially true for part-time students. In response,

- The College began offering online tutoring for mathematics in the Spring of 2019.

- The College has also purchased web-cameras for faculty to use to provide access for online office hours.

**Sub-objective 4: Students complete standard
pre-requisites of reading, writing, and math for GE scores.**

Rationale:
The universal prerequisites serve as an indicator of the preparedness of the overall student body to successfully undertake the curricula associated with academic programs. While these skills are broadly considered developmental, they represent fundamental requirements necessary for success. Development of these skills is particularly critical as many programs do not require completing traditional college gateway courses in writing and math but rather focus on appropriate skills for success in career and technical education programs.

Indicator 4.1 Students complete or place above the universal prerequisites of MTH 020 (Basic Math), RD 115 (College Reading), and WR 115 (Intro to Expository Writing) within first two terms.

Indicator Achievement Level:

Table 4.11

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
4.1 Students complete or place above the universal prerequisites of MTH 020 (Basic Math), RD 115 (College Reading) and WR 115 (Introduction to Expository Writing) within first two terms.		79%	90%	93%
Mission Fulfillment: Target: ≥ 90% Needs Improvement: < 90%	Historical	Historical	Target Set	Target Met

Analysis:
The target was met.

The College has seen a dramatic increase in the percentage of students meeting the universal prerequisite levels over the last three years. Much of this success may be attributable to improvements to the onboarding process through the implementation of a Multiple Measures placement system. Studies have shown under-placement is not uncommon, particularly in Writing, using traditional placement tests. This is borne out through the year over year percentage increase in this measure corresponding to the adoption of Multiple Measures placement. This means, particularly at an institution of this size, that we are able to directly focus efforts on the critical barriers beyond the universal prerequisite, particularly college gateways of math and writing (as detailed in sub-objective 5).

Continuous Improvement Strategies:
The college has seen considerable success in this metric, in part through the promotion of individualized onboarding practices that include Multiple Measures and assessments with advising staff. The use of Multiple Measures of review (including high school success alongside prior college experience) has made the review of this metric more about maintaining consistency and supporting the students who have not met this metric as opposed to the need for broad systemic changes.

**Sub-objective 5: Transfer students complete College-level
writing and math requirement for their degree.**

Rationale:
The Community College Research Center (CCRC) has identified student completion of college-level English and college-level Math in the first year as important leading indicators of eventual completion or transfer.

Indicators associated with sub-objective 5 utilized the ATD method of developing a trend line from the previous data as a means of setting an achievable yet ambitious threshold.

**Indicator 5.1 Percentage of transfer students
completing gateway writing within first year.**

Indicator Achievement Level: Table 4.12

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
5.1 Percentage of transfer students completing gateway writing within first year.	31% (25/81)	45% (41/92)	43% (43/99)	43% (41/95)
Mission Fulfillment: Target: ≥ 40% complete WR 121 w/in 1st yr. Needs Improvement: < 40%	Historical	Historical	Target Set	Target Met

Analysis:
The target was met.

Rates for completion of gateway writing were nearly identical between part-time and full-time students. Completion rates of Gateway writing for minority students was higher than for non-minority students in all years except 2018-19. Completion rates for Gateway writing were comparable across geographies. Whereas in past years a higher percentage (though smaller number) of males than females completed gateway writing within one year, in 2018-19 a slightly higher percentage of females than males completed. Pell recipients slightly outperformed non-Pell recipients in each of the last 4 years.

Continuous Improvement Strategies:
- The College will continue to develop the accelerated model in developmental writing classes, with individualized plans and supplemental instruction to support these students. Higher achievement rates in WR 090 and WR 115 will lead to greater success in the gateway course, WR 121.

- A 2017 review of the course schedule resulted in additional day and night sections of gateway writing being offered in Newport and Lincoln City.

- Future efforts will focus on year over year improvement as the college focuses on eliminating achievement gaps and providing more accesses to gateway courses and their prerequisites.

Indicator 5.2 Percentage of transfer students completing gateway math within first year.

Indicator Achievement level:
Table 4.13

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
5.2 Percentage of transfer students completing gateway math within first year.	23% (19/81)	33% (30/92)	26% (26/99)	22% (21/95)
Mission Fulfillment: Target: ≥ 30% complete MTH 105/111 w/in 1st yr. Needs Improvement: < 30%.	Historical	Historical	Target Set	Needs Improvement

Analysis:

The target was not met, and needs improvement. Improvement in this area will be targeted for college-wide discussion and review.

In prior years (2015-16, 2016-17, and 2017-18), part-time students completed gateway math at a significantly lower rate than their full-time counterparts (7% v. 38%, 15% v. 42%, 0% v. 47%). For AY 2018-19, while math success rates of PT students improved (18%), full-time students declined significantly (24%). Completion rates for gateway Math exhibited high variability, but were significantly lower for North County than elsewhere. A higher percentage (though smaller number) of males completed gateway math within one year than females. Pell recipients generally completed at a slightly lower rate than Non-Pell, until AY 2018-19 when this trend reversed.

Continuous Improvement Strategies:

The campus has had less success in moving students to complete math gateway coursework during their first year. This presents an opportunity for the campus to target students who have not yet attempted math coursework through advising appointments and other targeted interventions.

- After reviewing completion rates in transfer gateway courses, in 2016 the college reallocated a fulltime faculty position (retirement) from Psychology to Mathematics to lend stability to the instructor pool in a discipline critical to completion of the Transfer Pathway.

- In 2017 additional day and night sections of gateway mathematics in Newport and Lincoln City were added to the course schedule.

- In 2018, the College began live-streaming gateway math courses to Lincoln City and offered its first gateway math course online in Winter 2019. As a result, the college has also added tutoring hours in mathematics at Lincoln City as well as live-streamed math tutoring to support pathway completion.

Sub-objective 6: Students progress/persist toward their educational goals.

Rationale:

Percentage of credits successfully completed in the first year, completion of the first 15 credits, and fall to fall retention are momentum points used by OCCC to determine student progress toward degree completion and/or transfer. These targets represent meaningful milestones of student success across all groups of students.

Indicator 6.1 Percentage of attempted credits successfully completed in first year.

Indicator Achievement Level:

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
6.1 Percentage of attempted credits successfully completed in first year	90%	89%	86%	88%

Mission Fulfillment:
    Target: ≥ 88%
    Needs Improvement: < 88%
	Historical	Historical	Target Set	Target Met

Analysis:

The target was met.

Part-time students successfully complete a lower percentage of their attempted credits than full-time students during the first year (82%, compared to 90% for full-time students). This is naturally reflected in lower GPAs for part-time students.

Continuous Improvement Strategies:

While the College met the achievement threshold, the divergence between part-time students and full-time students in first-year success, overall, is definable. The College is continuing to develop and improve existing supports for part-time students (referenced in sub-objective 3 indicator improvements) to address insecurities and improve success.

Indicator 6.2 Percentage of students completing 15+ credits in their first year.

Indicator Achievement Level:

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
6.2 Percentage of students completing 15+ credits in their first year	79%	80%	78%	78%

Mission Fulfillment:
    Target: ≥ 79%
    Needs Improvement: < 79%
	Historical	Historical	Target Set	Needs Improvement

Analysis:

The target was not met, and needs improvement. Improvement in this area will be targeted for college-wide discussion and review.

College achievement on this indicator is reflective of student successful course completion and retention, although community college students face many competing priorities in their lives that may influence their ability to persist. A significantly lower percentage of part-time students complete 15+ credits in their first year (64% for part-time students compared to 86% for full-time students in AY 2018-19).

Continuous Improvement Strategies:

The wide gap between percentages of full- and part-time students completing 15+ credits during the first year is influencing College achievement on this indicator. Efforts to improve success for part-time students continue, as cited in improvement strategies for sub-objective 3. This indicator will be targeted for faculty and staff input in the Fall in-service. Additional review of disaggregated data may be worthwhile to identify any potential achievement gaps associated with under-served populations.

Indicator 6.3 Fall to Fall persistence

Indicator Achievement Level: Table 4.16

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
6.3 Fall to Fall persistence	52% (75/143)	48% (82/158)	46% (75/162)	Available October 2019
Mission Fulfillment: Target: ≥ 49%. Needs Improvement: < 49%	Historical	Historical	Target Set	

Analysis:

Updated data is not yet available for this indicator.

Fall to Fall persistence rates continue to hover around 50% (excluding students completing certificate programs). Fall to Fall persistence rates for minority students have generally been on par with those of non-minority students, though the small numbers of minority students create high variability. While the persistence rate is in line with the national average, this rate remains below what we would expect for a "high-touch," small class-size institution with frequent faculty contact.

Contributing to the Fall to Fall retention rates is the small size of the institution and limited degree offerings. Limited degree offerings in CTE fields also may contribute to some of the discrepancy we see in institutional gender balance (with female students outnumbering their male colleagues more than 2:1). Additionally, a limited course schedule, where key courses for select university majors are offered only once per year, necessitates early transfer for some students. Similarly, the college's focus on supporting the statewide transfer degrees (of the AAOT and ASOT), which allow for the completion of state university general education course requirements, does not support specific coursework in sophomore level courses for a broad set of university majors, thus encouraging early transfer.

Fall to Fall persistence rates for the last year in which we have data also show a similar discrepancy in persistence for part-time students (40% to 51% for AY 2017-18).

Continuous Improvement Strategies:
- Addressing Fall to Fall persistence, OCCC has begun building out course offerings for 2nd year courses, particularly in STEM fields. In Winter 2017 the College began offering calculus for the first time (MTH 251/252). In Fall 2019 the college will offer for the first time the major's level Biology sequence (BI 211/212/213) required for 4-year degrees in the biology and related majors across the state. Similarly, in the Fall of 2019 the college will offer its first chemistry course in the last 10 years, with the intent of adding the major's level Chemistry sequence (CH 221/222/223) in Fall 2020. The addition of core science and math courses should enable STEM students to remain at OCCC longer before transferring to the university.

- With a single section of a course offered often only once each term, and sometimes only once per year, it is essential that students – particularly part-time students who may only be able to attend at certain times of day or through certain modalities – be able to forecast course offerings and plan their lives well in advance. OCCC is working to develop an annual schedule with evening, weekend, and online classes in a 2-3 year class rotation.

- Future efforts should focus on Fall to Fall retention strategies, particularly for part-time students.

Sub-objective 7: Students experience academic success (completion or transfer).

Rationale:
In 2016, Oregon Coast Community College joined the consortium for the Voluntary Framework of Accountability. The VFA measures are "defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences." (VFA website: https://vfa.aacc.nche.edu/about/Pages/default.aspx). VFA metrics focus on community college student progress, completion, and transfer, and offer a more holistic view of student success.

Indicator 7.1 Percentage of students successfully completing or transferring within 2 years.

Indicator Achievement Level: Table 4.17

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
7.1 Percentage of students successfully completing or transferring within 2 years			48% > 36%	58% > 39%

Mission Fulfillment:
        Target: Meet or exceed average of peer
                institutions
        Needs Improvement: Below peer
                institutions
	Historical	Historical	Target Set	Target Met

Analysis:
The target was met.

Assessment of two-year success measurements utilize the VFA defined credential seeking cohort to most closely parallel the OC5 cohort. Results were benchmarked against sixteen VFA rural colleges with similar demographics, which included six Oregon community colleges. In the two years in which data has been available, the OCCC combined rates of degree completion and transfer have consistently exceeded those of benchmark colleges for two-year (measured for the entering cohorts in Fall 2014 and Fall 2015) metrics.

Continuous Improvement Strategies:
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 target actions aimed at increasing student success.

Indicator 7.2 Percentage of students successfully completing or transferring within 6 years.

Indicator Achievement Level:

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
7.2 Percentage of students successfully completing or transferring within 6 years			74% > 62%	64% > 62%

Mission Fulfillment:
        Target: Meet or exceed average of peer
            institutions
        Needs Improvement: Below peer
            institutions.
	Historical	Historical	Target Set	Target Met

Analysis:
The target was met.

Assessment of six-year success measurements utilize the VFA defined credential seeking cohort to most closely parallel the OC5 cohort. Results were benchmarked against sixteen VFA rural colleges with similar demographics, which included six Oregon community colleges. In the two years in which data has been available, the OCCC combined rates of degree completion and transfer have consistently exceeded those of benchmark colleges for six-year (measured Fall 2010 and Fall 2011) metrics.

Continuous Improvement Strategies:

The College is working to identify and close key achievement gaps within its student population and attainment gaps within the service area through data disaggregation. The creation of the Equity and Inclusion Committee to develop and maintain a focused Equity Lens for all institutional practices, combined with the building of capacity in Institutional Research by contracting with C.O.R.E. will focus these efforts. As referenced in Standard 3.B., 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.

Combined completion and transfer rates consistently exceed rates for comparator colleges. However, this is due in large part to OCCC's high transfer rate. As OCCC expands its offering in conjunction with its student support services, the College will continue to monitor this trend and take actions needed to continue to drive success.

Core Theme Two: Educational Pathways

The Educational Pathways Core Theme evaluates the extent to which College pathways and systems provide multiple entry points and promote access to higher education; prepare students for success in life and careers; ease transitions between internal and external education and career entry and exit points; and create potential for positive impact on the local economic and civic environment.

The Educational Pathways assessment framework evaluates the effectiveness of these programs by analyzing both the student achievement of learning outcomes and the achievement of program goals to connect students with employment in living-wage jobs and/or transfer to a 4-year college or university.

Core Theme Sub-objective 1: OCCC Educational Pathways are accessible

Rationale:
Accessibility of educational pathways is integral to the College's mission, the Student Success core theme definition, and strategic priorities of the college.

The continuing financial stability of educational programs is fundamental to their continuing provision and thus to the College's ability to fully serve the needs of its community. Continuing growth in FTE generation ensures an ongoing funding base to not only sustain College offerings, but also to continue to expand them.

Providing accessible educational pathways includes maintaining awareness of under-served populations in the County. The demographic distribution of the College student population, ideally, will be closely reflective of that of its service area population. By tracking and comparing these numbers, the College then has information to assist in the creation of a desired educational environment that exemplifies its values of equity and accountability to proactively meet the needs of the local communities.

County geography leads to significant travel time for many students to the Central County location, which has larger facilities and resources to host a broader variety of courses and programs. At the same time, many students experience significant transportation insecurity.

Given the college's small size, and the expense of duplicating offerings at multiple sites, the Core Theme Planning Team suggested that the college also assess its efforts to expand distributed learning efforts to promote access to educational pathways. To this end, enrollment services management efforts have focused on increasing the number of online sections (reported) to increase the geographic diversity of our students (the type of offering also impacts CT Student Success objectives such as completion of Gateway Math and Attainment/Transfer).

Indicator 1.1 Total FTE

Indicator Achievement Level:
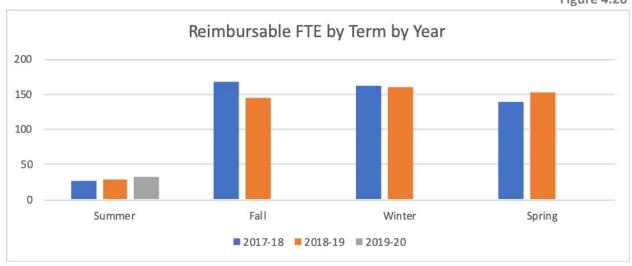
Table 4.19

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
1.1 Total FTE	464.44 ≤ 465	457.12 ≤ 482	473.67 ≤ 475	462 ≥ 460

Achievement Threshold:
    Target: College FTE meets or exceeds
        budget FTE
    Needs Improvement: below budget FTE
	Needs Improvement	Needs Improvement	Needs Improvement	Target Met

Analysis:

The target was met.

Actual FTE exceeded budgeted FTE in AY 2018-19. The decline in FTE AY 2017-18 and AY 2018-19 was primarily the result of a shift in dual credit enrollment patterns from a trimester system to semester enrollments, which had the net effect of reducing Fall FTE. However, general FTE trends continue to increase, as can be seen in Summer enrollments (below).

Figure 4.20

Reimbursable FTE by Term by Year

Continuous Improvement Strategies:

As the College seeks to increase access across demographic groups and geographies, creating a financial system in which direct instructional revenue exceeds direct instructional expenditures creates a stable educational environment for students to access. Future refinements will focus on growth efforts in targeted FTE categories (e.g., lower-division transfer, GED, etc).

Indicator 1.2 Distribution of credit students

Indicator Achievement Level: Table 4.21

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
1.2 Distribution of Credit Students % Minority Credit Students v. % Minority Community	22%	27%	26%	29%> 18%

Mission Fulfillment:
    Target: Reflects the diversity of the community
    Needs Improvement: ≥ 7% difference
	Historical	Historical	Target Set	Target Met

Analysis:

The target was met.

The diversity distribution of OCCC credit students enrolled in 2018-19 has increased somewhat over the previous year. This may be a reflection of the enhanced efforts to facilitate transition from high school to OCCC, improved access to instruction through the use of technology, and improved outreach efforts to the community.

Continuous Improvement Strategies:

- In recent years the College has partnered with LCSD and OSU to host Juntos events in Spanish, creating a welcoming environment for Latino 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.

- The College has made intentional efforts to increase the diversity of its faculty and staff by recruiting from geographic regions of the country that are more diverse than our local demographics.

Outreach to middle and high school students may take a number of years to materialize within the demographics of College enrollment numbers.

Indicator 1.3 Distribution of non-credit students

Indicator Achievement Level: Table 4.22

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
1.3 Distribution of Non-Credit Students % Minority Non-Credit v. % Minority Community	4%	7%	6%	3% < 18%

Mission Fulfillment:
    Target: Reflects the diversity of the community
    Needs Improvement: ≥ 7% difference
	Historical	Historical	Target Set	Needs Improvement

Analysis:

The target was not met, and needs improvement. Improvement in this area will be targeted for college-wide discussion and review.

While the community education program has experienced significant growth in the past several years, minority population participation rates continue to be low.

Continuous Improvement Strategies:

- The College is developing Spanish-language promotional flyers about the program

- Spanish-language instructor recruitment messaging is also under development.

- Surveys or focus groups of target populations, such as participants in OCCC's ESOL program, will be launched in the Spring 2020 term.

Indicator 1.4 Distribution of dual credit students

Indicator Achievement Level: Table 4.23

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
1.4 Distribution of Dual Credit Students % Minority Dual Credit Students v. % Minority Community	25%	33%	39%	36% > 18% Exceeds
Mission Fulfillment: Target: Reflects the diversity of the community Needs Improvement: ≥ 7% difference	Historical	Historical	Target Set	Target Met

Analysis:
The target was met.

The diversity representation of dual credit students may be most reflective of OCCC's efforts to reach under-served communities, and of the effectiveness of close partnerships with area high schools. The Navigate and *Juntos* programs also have impact on enrollment in dual credit courses.

Continuous Improvement Strategies:

- OCCC will continue to improve advising and outreach to under-served populations in area high schools through the Navigate and Juntos program participation.

- The College has recently added its Early Childhood Education program. The partnership on this program includes dual credit opportunities for high school students.

- OCCC partnership with LCSD on a Welding program will expand dual credit offerings.

Indicator 1.5 Distribution of students w/GED vs. HS diploma

Indicator Achievement Level: Table 4.24

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
1.5 Distribution of Students w/GED vs. HS Diploma	16%	13%	12%	14% > 12% Exceeds
Mission Fulfillment: Target: Reflects the diversity of the community Needs Improvement: ≥ 7% difference	Historical	Historical	Target Set	Target Met

Analysis:
The target was met.

While no data exists specifically for Lincoln County, national data suggests that 12% of all high school completions are via the General Education Diploma.

Continuous Improvement Strategies:

- Only a fraction of students who withdraw from high school in Lincoln County go on to enroll in Adult Basic Skills courses at the College in order to prepare for the GED. While some students prepare for and ultimately pass the GED without assistance from the College, many others join the ranks of those residents of Lincoln County with less than a high school education. In AY 2018-19, the College began discussions with LCSD and the Linn-Benton-Lincoln Educational Services District (LBL ESD) to provide a more direct avenue for students who withdraw from high school to access College services.

Indicator 1.6 Number of course section offered online

Indicator Achievement Level:

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
1.6 Number of Course sections offered online	39	46	64	72 >5% growth
Mission Fulfillment: Target: ≤ 5% growth over prior year Needs Improvement: < 5% difference	Historical	Historical	Target Set	Target Met

Analysis:
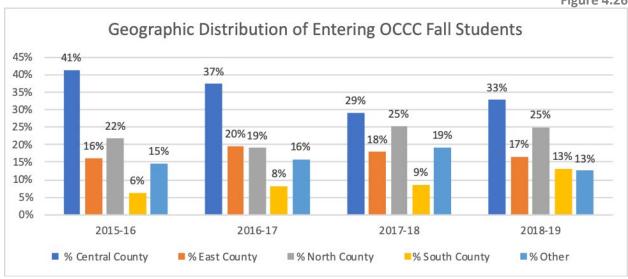
The target was met.

From 2015 to 2019 the College has steadily increased the number of sections of online courses (growing from 39 online sections per year in AY 2015-16 to 72 online sections in AY 2018-19). In that same period, the geographic distribution of students entering OCCC in the Fall Term (using the OC5 cohort definition, see 3.B.3) has shifted, indicating that a higher percentage of students from outside the Central Core of the County are able to access credit courses and programs.

During this same time period, the overall enrollment of the Fall Cohort increased from a low of 143 in Fall 2015 to a high of 168 in Fall 2018.

Geographic Distribution of Entering OCCC Fall Students

Intentional efforts to increase the number and type of courses offered through distributed education has increased the geographic diversity of the student body, indicating that students from outside the central portion of the county are now better able to access credit courses offered by the college.

This indicates that growth in on-line offerings is increasing access to College Educational Pathways.

Continuous Improvement Strategies:
- The College utilized funding from the Meyer Memorial Trust to create a specialized classroom in both the North Center and at the Central Campus that would allow for the live streaming of credit courses between the two sites.

- Numerous challenges were encountered as the College moved to live video delivery of courses. Students and faculty, who were unfamiliar with the technology, needed time to accept it and adapt. This was indicated by higher enrollment in courses offered only through Zoom. The more times an instructor taught via zoom the less students remarked about the modality during course evaluations. Review of student course evaluations from the Fall term prompted the college to provide funds to support evening technician hours to troubleshoot technology issues in Spring evening courses.

- In preparation of the Fall course schedule, it became evident there was more demand to schedule zoom courses than could be accommodated by the single zoom classroom on each campus. The College repurposed grant funding from Perkins and Meyer to support the addition of a 2nd Zoom classroom at both Newport and Lincoln City for Fall 2019. In the Fall 2019, there are six general education courses scheduled to be zoomed between the two sites as well as live streaming of some Nursing courses.

- Further enhancements in professional development for faculty have been made. In 2019-20, the College has set aside three days of training for new and returning Zoom faculty. Additionally, IT and Instructional Staff, who are often called upon to help troubleshoot issues that arise in zoom classrooms, will be attending the training and developing an FAQ guide for instructors teaching in this modality.

- The Office of Instruction will be undergoing Service Area Review in AY 2019-20 and will examine the distribution by modality of all course offerings, as well as surveying students to holistically assess the effectiveness of distributed education on both student access and the achievement of leaning outcomes.

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Core Theme Sub-objective 2:
Students graduating from Lincoln County high schools enroll at OCCC.

</div>

Rationale:
Historically, top students graduating from LCSD attended 4-year colleges and universities both in and out of state, with a small percentage of students electing to attend community college. This left a significant number of graduates from within Lincoln County not pursuing any type of higher education.

194

Indicator 2.1 Percentage of Lincoln County students coming to OCCC within 6 months of graduation

Indicator Achievement Level:

Table 4.27

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
2.1 Percentage of Lincoln County students coming to OCCC within 6 months of HS graduation.	8% (25/320)	9% (28/348)	12% (41/374)	17% (65/369)

Mission Fulfillment:
    Target: ≥ 15% of area HS grads attend OCCC
    Needs Improvement: < 15%
	Historical	Historical	Target Set	Target Met

Analysis:
The target was met.

The College has seen continuous growth in the percentage of Lincoln County students enrolling in OCCC within 6 months. Most recent improvements may be an outgrowth of the Navigate partnership with Lincoln County School District to improve student transition to higher education. In 2016-17 the college and the district joined forces to develop the Navigate Program, with College staff embedded at local high schools to help students Navigate the pathways to higher education.

In Spring 2017 the Navigate program was expanded to include a Matriculation Project. The matriculation project supported graduating high school seniors as they entered the college as Freshmen in AY 2018-19. The project included expanded college staffing financial aid, testing, advising, orientation, and other student support services on-site in local high schools with a goal of matriculating students to OCCC prior to high school graduation.

Through the Matriculation project, the Navigate program successfully matriculated 56 students of 71 students who attended the college orientation in Spring and completed all college preparation activities (financial aid application, advising, etc) including registration for Spring classes.

Continuous Improvement Strategies:
- Based on the success of the Matriculation Project, In the Fall of 2018 the College sought and secured funding to continue these efforts for AY 2019-20.

- The college signed an IGA with LCSD in Fall 2018 for cost sharing in support of accelerated learning opportunities.

Core Theme Sub-objective 3:
Students transitioning from GED/ESOL enroll in credit classes at OCCC.

Rationale:
The overarching purpose of the Adult Basic Skills (ABS) program, from both the national and state perspective, is to assist adults in obtaining the knowledge and skills necessary for economic self-sufficiency.

Employment numbers, for fiscal year 2018, shows an employability rate of 79% for individuals who attend a community college versus an employability rate of 59% for those who did not complete high school (Digest of Education Statistics, 2018). Pathways to economic self-sufficiency no longer end with the acquisition of a GED or with comprehensive skills in reading, writing, and speaking English.

Creating pathways that bridge secondary and post-secondary learning outcomes and facilitate the transition of students into credit programs that improve employability is at the heart of this core theme sub-objective.

Basic skills students face a daunting array of barriers to success, not the least of which is the time required to complete the courses needed before they are prepared to succeed in college. Tracking their retention, achievement, and completion is a first step to providing the support structures needed to assist them in attaining their goals.

Indicator 3.1 Percentage of GED students at OCCC
who pass the exam and subsequently enroll in credit classes within 6 months.

Indicator Achievement Level: Table 4.28

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
3.1 Percentage of GED students at OCCC who pass the exam and subsequently enroll in credit classes within 6 months.	29% (4/14)	12% (2/17)	17% (3/18)	14% (3/22)
Mission Fulfillment: Target: ≥ 10% of GED grads attend OCCC Needs Improvement: < 10%	Historical	Historical	Target Set	Target Met

Analysis:
The target was met.

The number of students enrolled in GED classes has increased slightly. While the target was met, and there is growth in percentage from year to year, continuing improvement in this indicator is desirable.

Continuous Improvement Strategies:
- To add capacity and oversight, in October 2018 the College created a new position within the institution to support ABS Program Goals and to add capacity in the supervision of part-time faculty (Adult Basic Skills Director/Associate Dean of Academics and Workforce).

- With this added capacity, reports are now generated weekly that show how many class hours a student has attended since their last test. Using these reports, students are being retested on a regular basis and their progress is discussed with the instructor and the student. These test results become part of the student's permanent progress file. As a result, 32% more progress tests were administered during the Spring term with an 87% of the tests resulting in a skill-gain.

- To support transitions from GED and ESOL into credit courses and programs, in Spring 2019 the College applied for and was accepted into the Oregon SNAP 50/50 Consortia. Through this program, the college will offer extra support and resources that can help students complete their GED, increase their English skills, earn a college credential, do an internship, and/or find a job that leads to a living-wage career.

**Indicator 3.2 Percentage of ESOL students enrolling
in GED or credit classes within 6 months of last enrollment.**

Indicator Achievement Level:

Table 4.29

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
3.2 Percentage of ESOL students enrolling in GED or credit classes within 6 months of last enrollment.	2% (1/59)	2% (1/48)	2% (1/66)	0% (0/66)

Mission Fulfillment:
    Target: ≥ 5% of ESOL students attend OCCC
    Needs Improvement: < 5%
	Historical	Historical	Target Set	Needs Improvement

Analysis:

The target was not met, and needs improvement. Improvement in this area will be targeted for college-wide discussion and review.

While ESOL enrollments have increased dramatically, these students are not transitioning into GED or credit classes within 6 months of last enrollment.

Continuous Improvement Strategies:

- To support transitions from GED and ESOL into credit courses and programs, in Spring 2019 the College applied for and was accepted into the Oregon SNAP 50/50 Consortia. Through this program, the college will offer extra support and resources that can help students complete their GED, increase their English skills, earn a college credential, do an internship, and/or find a job that leads to a living-wage career.

- The College is utilizing the 50% federal reimbursement provided through the Oregon SNAP 50/50 program to support a College and Career Coach (new position) that will support students in their transitions into GED and ESOL programs, connect students to internal and external student support services and resources, help students select educational pathways, and assist students with transitioning into credit programs or the workforce.

- Finally, Spring 2019 conversations with the Spanish speaking community aimed at developing alternative pathways into workforce education have resulted in the college offering a GED program in Spanish beginning in Fall 2019.

Core Theme Sub-objective 4: Graduates attain General Education/ Comprehensive Institutional Learning Outcomes (CILOs)

Rationale:
OCCC defines Comprehensive Institutional Learning Outcomes (CILOs) as "The knowledge, skills, abilities and attitudes that all students in 2-year degree programs are expected to develop as a result of the intentional design and delivery of curriculum by College faculty."

The assessment of CILOs serves as a holistic evaluation of essential "*knowledge, skills, abilities, and attitudes*" degree program students should acquire through College curriculum. Student achievement of CILOs is a reflection of effective Educational Pathways and programs.

The College is in year one of its four-year assessment process for Comprehensive Institutional Learning Outcomes (CILOs).

Indicator 4.1 Graduates attain CILOs

Indicator Achievement Level: **Table 4.30**

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
4.1 Student artifacts meet benchmark of "3" on rubrics for CILOs.				2.8 (Communication)

Mission Fulfillment:
    Target: ≥ 3.0 on benchmark
    Needs Improvement: < 3.0 on benchmark
			Target Set	Needs Improvement

Analysis:

The target was not met. Improvement in this area will be targeted for faculty discussion and review.

Four CILOs were adopted in June 2018 (Written and Oral Communication, Cultural Awareness, Problem Solving, and Personal Responsibility) and the Assessment Task Force began developing the Written and Oral Communication CILO using the AACU LEAP Value Rubrics in the Fall of 2018. This CILO was finalized in Winter 2019 in time for the roll-out of Course, Program/Discipline, and CILO assessment in Spring 2019.

Faculty established the student achievement threshold for CILOs at 3 out of 4. Results from Spring and Summer of 2019 show students are not currently meeting benchmarks. Currently, only Writing 121/122 and COMM 111 are have been assessed, but CTE programs have identified courses in which to assess Written and Oral Communication. Assessment of the Written and Oral Communication CILO will continue in AY 2019-20. Development of the Cultural Awareness CILO will occur in Fall 2019 and Winter 2020, with Implementation scheduled for Spring 2020. See Standard 4.3.

Continuous Improvement Strategies:

- At the Fall 2019 In-Service, college faculty will examine the implications of the early results of the Written and Oral Communication CILO. As students are not currently meeting benchmarks, faculty have indicated the need to review those courses in which this CILO is currently assessed. WR 121 is the standard writing requirement for all CTE and transfer degrees. It is also a course in which many of the foundational writing skills are developed and is generally taken early in a student's academic career. COMM 111 may also be taken at or near the beginning of a student's educational pathway.

- Early conversations with faculty have explored the need for a consistent and unavoidable emphasis on written and oral communication throughout the 2-year degree, as well as clarifying the sequencing of courses meant to introduce CILO KSAs, and those meant to develop and demonstrate competency.

Core Theme Sub-objective 5: Graduates of CTE programs meet industry standards by demonstrated mastery of technical skills and program learning outcomes.

Rationale:

Results of exams that are required for certification/licensure are used by program faculty and administrators to assess student achievement and program effectiveness. To be licensed as a nurse in the State of Oregon, students must complete a two-year program of study in Nursing and pass the National Council Licensure Examination. Medical Assistants complete a one-year program of study

and sit for the National Center for Competency Testing (NCCT) National Certified Medical Assistant Examination. Emergency Medical Technicians complete a two-course series and sit for the National Registry of Emergency Medical Technicians exam. Aquarium Science (AQS) students take the Aquatic Animal Life Support Operator (AALSO) Life Support Operator Level I examination.

For success, CTE program students must master a set of skills and retain a knowledge base that meet the standards required for them to obtain certification and professional success. The effectiveness of CTE program pathways is indicated through student mastery of these standards.

Indicator 5.1 Assessment of technical skills

Indicator Achievement Level:

Table 4.31

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
5.1 Assessment of technical skills.	EMT: 74% (11/15) MA: 100% (9/9) NUR: 95% (18/19)	EMT: 100% (NR) MA: 86% (6/7) NUR: 93% (13/14)	AQS: 94% (16/17) EMT: 100% (NR) MA: 91% (10/11) NUR: 94% (17/18)	AQS: 94% (10/12) EMT: 75% (NR) MA: 82% (14/17) NUR: 94% (15/16)
Mission Fulfillment: Target: Technical Skills Assessments (TSA) "meet benchmark" – maintain a rate of above 75% of programs with > 80% of students meeting program defined benchmark Needs Improvement: < 80% of Students			Target Set	Target Mat

Analysis:

The target was met.

The drop in EMT certification rate is due to the small number of students typically enrolled in these courses, with a single student representing a significant percentage change in some indicators.

Continuous Improvement Strategies:
- Program faculty and administrators, in consultation with relevant local and national advisory committees, make decisions about curricular modifications, admissions requirements, course and program prerequisites, practicum partnerships/placements, and teaching practices.

- Student performance on licensure examinations is also reported to advisory committees for discussion and evaluation.

Indicator 5.2 Assessment of Program Learning Outcomes

Indicator Achievement Level: Table 4.32

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
5.2 Assessment of program learning outcomes.				Program Review
Mission Fulfillment: Target: Under development. PLOs assessed in AY 2018-19. Review of PLOs by faculty and administration in Fall 2019 to set target.				Under Development

Analysis:

The data for measurement of this indicator was not yet available at the time of this report, and achievement thresholds had not yet been established.

The assessment of Program Learning Outcomes (PLOs) for all programs began in spring 2019. PLO results will be reviewed by faculty during the Fall 2019 In-Service.

Continuous Improvement Strategies:

- Effective assessment of student achievement on program learning outcomes is meaningful only if each program establishes its own threshold for satisfactory performance. Program faculty will work with the new Assessment Specialist and the Assessment Task Force to determine meaningful, assessable, and verifiable thresholds for the achievement of PLOs.

Core Theme Sub-objective 6:
Programs use the results of assessment to improve teaching and learning.

Rationale:

The use of assessment results to improve teaching and learning is the meaningful outcome of the assessment process, and results in improved student retention, persistence, and completion.

College program faculty assess student and program learning outcomes quarterly, beginning in spring 2018 and every quarter thereafter. The College Assessment plan includes annual meetings between program and discipline faculty to collaboratively review assessment results from the academic year, and share changes they have made to instruction during the year. This is also a time for faculty to seek input from peers on student assessment and results. In spring 2020 an Assessment Day is planned, to become an annual event, for faculty to meet in groups and collaborate on outcomes assessment.

Program/Discipline Reviews are now completed on a four-year cycle and include an analysis of data collected from student work and other measures of performance. These reviews make it possible to measure long-term progress in achieving OCCC's Comprehensive Institutional Learning Outcomes, Program/Discipline Learning Outcomes, and Course Learning Outcomes.

Indicator 6.1 Academic programs report changes made to instruction based on assessment of student learning.

Indicator Achievement Level:

Table 4.33

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
6.1 Academic programs report changes made to instruction based on assessment of student learning.				AQS: Yes EMT: Yes GED/ESOL: Yes MTH: Yes MA: Yes NUR: Yes SCI: Yes

Mission Fulfillment:
    Target: ≥ 80% of Program Reviews report assessment based change
    Needs Improvement: < 80% of programs report assessment based change
			Target Set	Target Met

Analysis:

The target was met.

This indicator is currently based on OCCC programs that conducted program reviews in 2018-19.

Beginning in Summer 2014 with the College's focus on achieving independent accreditation, the college began to develop to internal capacity amongst its faculty to engage in the comprehensive and systematic assessment of its academic programs. In 2018-19 a review process was developed consisting of a Comprehensive Program Review and Four-year Plan supplemented by Annual Update and Reviews (SPAR).

In AY 2018-19, three programs were selected for the 4-year program review (Aquarium Science, Math, and Science) and three additional CTE programs volunteered to complete the Program review Annual Update. Program reviews for the AY 2018-19 were submitted by program faculty to their respective academic administrators in August 2019 and will be presented to the faculty at large during Fall 2019 Teaching and Learning Day and are expected to continue the trend of higher caliber assessment.

Continuous Improvement Strategies:

All seven programs have reported changes to instruction based on the assessment of student learning. The college has also completed a schedule for the review of academic programs.

- The Aquarium Science Program has reduced the number of guest lectures and increased the number of anatomy labs to better help students achieve Program Learning Outcomes.

- Low numbers of students making skill gains resulted in the Adult Basic Skills (GED/ESOL) Program shifting to a model of single subject group learning, supplemented by online homework.

- The Mathematics Department, an area in which the college is unable to exercise curricular control due to the OCCC-PCC Educational Services Agreement, supported a college-wide shift to Multiple Measures Placement in AY 2016-17. Analysis of the data showed that, on average, students placed higher in the Math sequence with little impact on course success rates, affirming the department's use of this placement device.

- The Science Department has proposed pre and post-testing with Concept Inventories in select General Science courses to gauge student conceptual growth and tailor instruction.

Core Theme Sub-objective 7:
Graduates of CTE programs will be employed in their field of study.

Rationale:
The ultimate goal of most students enrolled in a CTE program is to gain specialized knowledge and skills in the field that either lead to new employment or advancement opportunities within their current job. Student progression into program-related employment after completing the CTE program is a measure of meaningful and effective CYE Educational Pathways.

Indicator 7.1 Employment rates of CTE graduates six months after program completion.

Indicator Achievement Level: **Table 4.34**

Indicator	2014-15 Cohort	2015-16 Cohort	2016-17 Cohort	2017-18 Cohort

7.1 Employment rates of CTE graduates six months after program completion.	AQS: 89%
	CNA: 83% (5/6)
	MA: 89% (8/9)
	NUR: 88%
	    (15/17)
		AQS: 100%
		CNA: 75% (9/12)
		MA: 89% (8/9)
		NUR: 90%
		    (17/19)
			AQS: 88% (15/17)
			CNA: 83% (5/6)
			MA: 100% (7/7)
			NUR: 100%
			    (14/14)
				AQS: Pending
				CNA: 83% (5/6)
				MA: 91%
				    (10/11)
				NUR: 94%
				    (17/18)

Mission Fulfillment:
    Target: ≥ 84% of CTE graduates report employment in their field of study at 6 mos.
    Needs Improvement: < 84%
	Historical	Historical	Target Set	Target Met

Analysis:
The target was met.

Analysis of employment statistic indicate stable transition to employment for CTE program graduates, when consideration is given to the small numbers of students being measured.

Continuous Improvement Strategies:
The College continues to strive to maintain strong and effective CTE programs through rigorous instruction, excellent faculty and staff, and responsive support services.

Core Theme Sub-objective 8: Graduates of transfer
programs will be enrolled in 4-year institutions

Rationale:
This core theme indicator tracks the transfer rates of students completing AAOT and ASOT degrees at the community college as a proxy for the quality and design of the transfer pathway. The large percentage of OCCC credit students who declare transfer as their educational goal make this an important indicator of effectiveness of transfer programs; however there are numerous other factors which can affect a student's decision to enter/transfer to a four-year College.

Indicator 8.1 Enrollment of graduates from transfer programs at 4-year institutions, based on National Student Clearinghouse Research Center

Indicator Achievement Level:

Table 4.35

Indicator	2014-15 Cohort	2015-16 Cohort	2016-17 Cohort	2017-18 Cohort
8.1 Enrollment of graduates from transfer programs at 4-year institutions, based on National Student Clearinghouse Research Center	23%	16%	12%	Available October 2019

Mission Fulfillment:
      Target: ≥ 20%
      Needs Improvement: <20%
	Historical	Historical	Target Set	

Analysis:
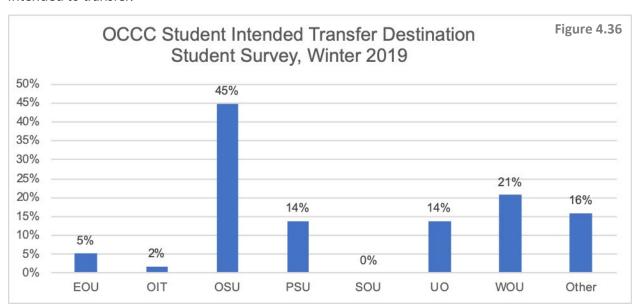
Data for evaluation of this indicator's achievement level was not available at the time of this report.

Current information on transfer students may not be an accurate indication of future percentages, should the College gain independent accreditation status.

Current assessment results for the enrollment of graduates from OCCC transfer programs in 4-year Universities are obtained by through data requests made by the transcripting college (PCC) to the National Student Clearinghouse. Enrollments for the 2017-18 entering cohort of OCCC students will be available October 2019.

While OCCC has long had articulation agreements in Nursing with Linfield College and George Fox University and with Oregon Tech in Aquarium Science (both programs in which the curriculum is wholly our own), expanded articulation opportunities are currently somewhat limited. As community colleges often align their curriculum, design their educational pathways, and develop articulation agreements with the institutions to which their students are most likely to attend, OCCC's lack of independence has created a situation in which the 4-year university to which our curriculum is best aligned (Portland State University) is geographically remote from our service area.

The Core Theme Planning Team for Educational Pathways conducted a student survey of the Student Body in the Winter of 2019 that asked students in transfer pathways to identify which university they intended to transfer.

Figure 4.36

OCCC Student Intended Transfer Destination Student Survey, Winter 2019

These results show that the largest percentage of OCCC students intend to transfer to OSU, rather than to College within proximity to PCC.

Continuous Improvement Strategies:

- Oregon State University is the closest 4-year college to the Newport Campus of OCCC and Western Oregon University is the closest 4-year college to the Lincoln City Center. OCCC faculty have begun to have conversations about curricular changes to align with these transfer destinations should the College eventually achieve independence. Additionally, the College had conversations with Western Oregon University about the alignment of our existing curriculum prior to adopting the PCC courses that created the basis for the Rural Teacher Educational Pathway.

- Should the College eventually achieve independence (at which time the College will be able to directly request student data from the National Student Clearinghouse), it is likely that this indicator will shift from assessing the design of the transfer pathway to a more meaningful indicator of looking at 4-year university graduation rates of OCCC transfer students.

- Also, as the state data reporting system improves, comparison of OCCC student graduation rates with those of students who start out at 4-year universities is a potential marker for how well their community college experience has prepared them for success at baccalaureate granting institutions. This may cause a review of the indicator.

<div align="center">

Core Theme Sub-objective 9:
Educational pathways and stackable credentials lead to living wage jobs.

</div>

Rationale:
As a small college, it is imperative that the College invests its financial and human resources in educational pathways that provide students the ability to compete entry-level employment that will lead to economic self-sufficiency. As costs of living vary widely across the state, and to allow for comparisons with workforce programs nationally, OCCC utilizes the MIT Living Wage Calculator to set the threshold for annual earnings for economic self-sufficiency for Lincoln County.

The MIT Living Wage Calculator is a more inclusive measure of actual living expenses for individuals and families than other commonly used measures such as the poverty level. The calculator provides a living wage level specific to Lincoln County, giving it greater validity.

Indicator 9.1 Program review metrics using county-level occupational wage data compared against the MIT Living Wage Calculator

Indicator Achievement Level: **Table 4.37**

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
9.1 Program review metrics using county-level occupational wage data compared against the M.I.T. Living Wage Calculator				100%

Mission Fulfillment:
  Target: 100% of degree and certificate
      programs exceed (or serve as a component
      on a career pathway that exceeds) the
      Lincoln County Living Wage.
  Needs Improvement: < 100%
			Target Set	Target Met

204

Analysis:
The target was met.

In AY 2018-19, OCCC utilized Burning-Glass to examine the annual wages for the Lincoln County jobs that correspond to existing OCCC degree and certificate programs. Currently, all OCCC degrees and certificates support employment in fields paying above the 2018 Living Wage Threshold for a single individual living in Lincoln County ($24,631/yr).

Continuous Improvement Strategies:
OCCC will continue to monitor prevailing Lincoln County wages relevant to its educational programs, as a priority for consideration of new programs, and for review of existing ones.

Core Theme Sub-objective 10: Pathways and programs respond to the changing needs of industry and regional employers.

Rationale:
The sustainability of CTE programs is essential for the College to continue to meet the needs of its community. Many relevant Career technical areas and educational programs require investment in equipment and, sometimes, specialized facilities. As a small college, OCCC continues to seek outside sources of funding to meet these program costs and ensure up-to-date instruction for its community and students.

Ensuring new and existing CTE programs offer training that is in demand in the current labor market supports continuing enrollment levels, which assist in program sustainability, and provides meaningful employment opportunities for students after program completion.

Indicator 10.1 New and existing CTE programs are sustainable and in-demand
Indicator Achievement Level: **Table 4.38**

Indicator	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19 Year 1
10.1 New and existing CTE programs are sustainable and in-demand				
Mission Fulfillment: Target: ≥ 80% of OCCC CTE credit and non-credit programs are included in the top 30 in-demand, sub-baccalaureate programs in the region and conform to the new CTE rubric. Needs Improvement: < 80%			Target Set	Target Met

Analysis:
The target was met.

Over the past five years, OCCC has been active in developing new or changing existing programs (8 total) to make them more current and competitive, or to better serve student populations and employers in the College's communities.

OCCC's Strategic Framework calls for the sustainable expansion of CTE programs aligned to support the regional workforce. The College, to ensure that is allocating resources to meet the workforce needs of local and regional employers, utilizes its CTE rubric when considering new programs.

Continuous Improvement Strategies:

- In Spring 2017, the President tasked the Executive Team with proposing a new CTE program for development in conjunction with identifying potential funding sources. A list of potential new programs was developed.

- The CTE Program Selection Rubric was refined to review the alignment of potential programs to employer needs and the potential for program sustainability.

- Application of the rubric and conversations with potential funders and community and educational partners led to the College applying for and receiving funding from Meyer Memorial Trust to start the Rural Teacher Educational Pathway that supports a transfer pathway to Western Oregon University for k-12 teachers as well as an Early Childhood Education Certificate.

- College participation in and leadership of workforce sector planning groups led to conversations with local educational partners to explore potential partnerships and funding opportunities in the Maritime sector. This coincided with the College updating its Environmental Scan in Fall of 2018, which further demonstrated local demand for a Maritime Workforce. A program leading to opportunities in Maritime construction, was proposed, beginning with a Welding program. Jointly, OCCC, LCSD, the local workforce board (Northwest Oregon Works; NOW), and the Port of Toledo developed a model wherein OCCC would begin teaching Welding courses in Lincoln City (at Taft High School) and in Toledo (at the Port of Toledo).

- Program development and sustainability required significant facilities refitting and equipment purchases. Together, the four partners applied for, and received, funding to purchase equipment and support the lab remodel. LCSD utilized state funding to purchase equipment and fund 10 LCSD students to take three welding courses in 2019-20. NOW has provided resources for 12 WIA eligible students to take the three welding course sequence.

- The Siletz Charitable Contribution Fund provided funding to purchase a two-station, virtual welder to expand the seating capacity at Taft High School.

Core Theme Sub-objective 11: Small Business Development Center impacts the local economy.
Rationale:
This process is tightly wed to the Educational Pathways Core Theme and its appraisal of programs by evaluating student achievement and connecting students with employment in living-wage jobs. The alignment and integration of the SBDC with respect to the accomplishment of the Educational Pathways Core Theme is ensured through the College's annual budgeting process, the SBDC's annual strategic planning efforts, and consistent communication and integration facilitated by the SBDC Director's membership in the College's Executive Leadership Team.

The OCCC Small Business Development Center collects data on clients served and impacts resulting from client service. Detailed notes in the SBDC's cloud-based CRM platform describe each meeting between SBDC staff and clients, and any impacts reported by those clients. Impacts may include job creation or retention, capital secured, sales growth, technology improvements, and more.

Indicator 11.1 SBDC jobs created and retained

Indicator Achievement Level:

Indicator	CY 2015	CY 2016	CY 2017	CY 2018 Year 1
11.1 Jobs created and retained	52 < 54	59 > 52	39 < 59	33 < 39
Mission Fulfillment: Target: Exceed prior year	Historical	Historical	Target Set	Needs Improvement
11.2 Capital infusion	$993,000	$56,500	$124,950	$387,300
Mission Fulfillment: Target: ≥ $492,000/yr	Historical	Historical	Target Set	Needs Improvement
11.3 Long-term clients (5+ hours)	56	56	66	63
Mission Fulfillment: Target: ≥ 40 long-term clients/yr Needs Improvement: < 40 long-term clients/yr	Historical	Historical	Target Set	Target Met

Analysis:

The two of the three targets were not met. Improvement in this area will be targeted for discussion and review.

The results of this core theme assessment are based on indicators and targets set by the Oregon Small Business Development Center Network and the U.S. Small Business Administration.

Indicators used to measure the impact a SBDC has on its community are shared frequently with constituencies closely connected to the SBDC and the college, including local city governments and the County Commission, which provide substantial local financial support to the SBDC. Metrics are reviewed regularly, including at monthly SBDC staff meetings, providing frequent opportunities to ensure the Center is providing resources, such as advising services and workshops, on the topics most sought by clients, and delivered at the College locations most convenient to them.

While these metrics are readily available through the SBDC's robust database and recordkeeping systems, and while they are important to its statewide and Federal reporting requirements, they may not be the best indicators of how the center and its services are serving local entrepreneurs and positively impacting the Lincoln County economy. Better indicators may include the amount of local program support provided by the city and county governments that receive regular updates from the SBDC and its clients. The contributions pledged by elected and appointed officials may well be the most direct measure of the SBDC's actual and perceived value to the county. It is these entities and individuals who interact with the business community on a daily basis, and who see firsthand the effects of the Center's advising, instruction, and support to Lincoln County business owners.

Continuous Improvement Strategies:

Review core theme sub-objective indicators for effectiveness and consider revision.

Section Three: Improvement

Overview

This chapter concludes by addressing institutional steps for improvement resulting from the assessment of Core Themes (as documented in Section II) and programs and services (4.B.1) and from the assessment of student learning (4.B.2).

Standard 4.B 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 revised its Core Themes and finalized the sub-objectives and achievement indicators for each Core Theme. Assessment of programs and services are captured in aggregate through the broader Core Theme assessment (particularly within the Educational Pathways Core Theme), and individually through the college program and service area review process. Indicators of achievement and associated measures are reviewed by the Core Theme Planning Teams to ensure they are meaningful, assessable and verifiable. Results of Core Theme Assessments are shared regularly with the College Community at Fall and Spring In-Service Events and through regular updates at College Council and to the Board of Education. The Continuous Improvement section of each indicator summarizes the use of assessment results for planning, decisions, and resource allocation, as well as identifying future areas of focus for analysis. Results of Core Theme Assessments and of Program and Service area reviews inform planning, decision making, and resource allocation. The college is developing more robust data reporting structures to provide timely information to all stakeholders about student success and improvement efforts (www.coregon.org/occc). 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.
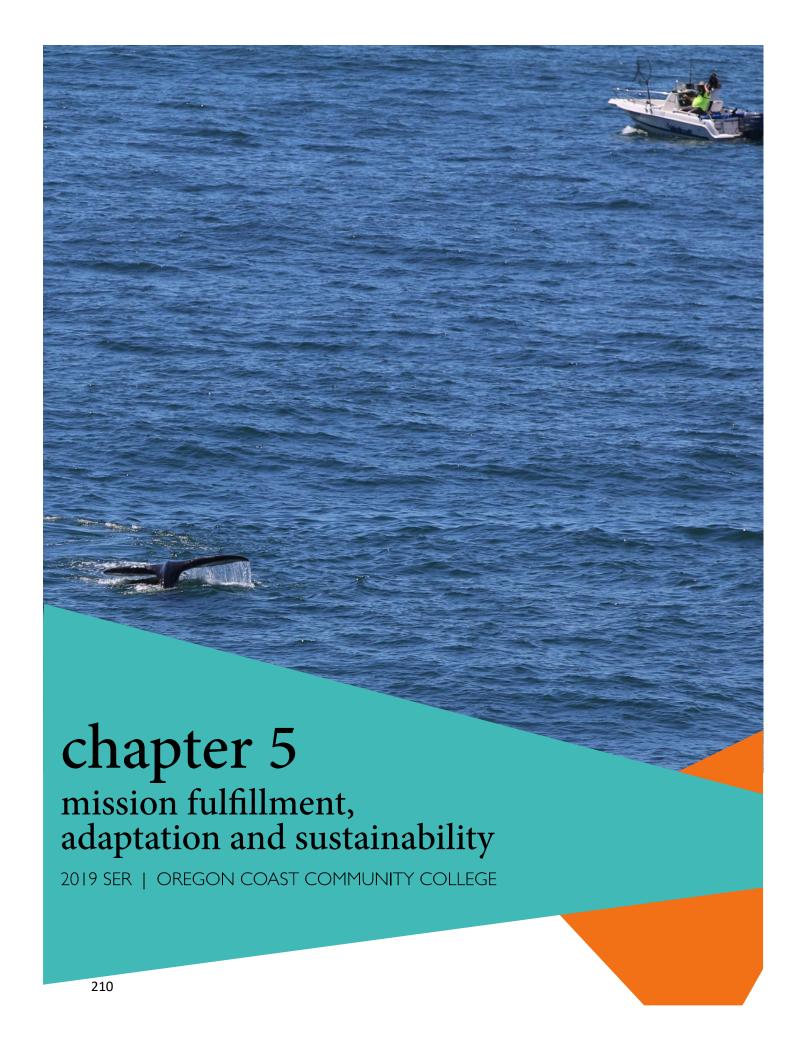
As noted in Standards 4.A.2 and 4.A.3, the College has developed and implemented formalized processes for the assessment of student learning and support services. These processes are designed to drive planning and practices that lead to enhanced student achievement. As the College is not yet independent, its ability to affect changes in shared curriculum is limited. However, during the period of Candidacy, the College has established Comprehensive Institutional Learning Outcomes (CILOs) that are assessed on a regular cycle (see CT Educational Pathways, sub-objective 4.1), mapped to the yearly assessment of Course and Program Learning Outcomes, and drive faculty innovation that

improve student learning. Likewise, a four-year cycle of the formalized review of service areas has been 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, and by the Executive Team to inform Institutional practices that support student success and enhance the quality of educational pathways. The Board of Education through regular updates, is likewise informed of assessment results. This understanding enables the Board to recognize and support the prioritization of funds via the budget process towards continuous improvement in student success and pathways that are responsive to the needs of the service area.

Future Sharks visit the Central County Campus in Newport.

chapter 5

mission fulfillment, adaptation and sustainability

2019 SER | OREGON COAST COMMUNITY COLLEGE

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.

Executive Summary 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.

For 32 years, Oregon Coast Community College has provided access to high-quality post-secondary education to the Oregon's Central Coast. Our history of demonstrated success provides the best evidence of OCCC's sufficiency in scale and operations to fulfill our mission, and to do so into the foreseeable future. Students have earned over 1,400 degrees and certificates at OCCC since its founding in 1987, and those students have gone on to shift the trajectory of their own lives and their family's lives while impacting for the better the civic and economic vitality of surrounding communities. As will be detailed in Chapter Five, a comprehensive evidence-based assessment process indicates that OCCC is achieving notable progress towards mission fulfillment under current conditions.

That OCCC has accomplished these things in an environment of dependency upon a sponsoring College (PCC for the past five years) is also evidence of sufficiency of operational scale and fiscal resources. At no time in the history of OCCC has the sponsoring college provided any kind of fiscal support to OCCC. To the contrary, OCCC has paid fees as high as 12 percent of instructional salaries for the educational services provided by the sponsoring college. As part of the Migration and Continuity Plan for the transition to independence and assumption of educational services, OCCC is now funding the sponsoring college fee-based system, concurrent with funding the new staffing and infrastructure costs of the fully independent systems.

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. Enrollment, while small, is not the smallest in Oregon, and reasonable plans for growth in enrollment will bring economies of scale. Over the past five years, the College has carefully and judiciously added educational programs that meet regional demands, and when necessary discontinued those programs that no longer do. New programs are carefully contemplated prior to investment. While remaining responsive to the community, the College has ensured that new endeavors have sufficient scale and funding to be sustainable into the future. Once programs are established, they are subject to periodic reviews to ensure they remain viable.

Through carefully aligned planning, policies, assessment, cost analysis, shepherding of resources, and monitoring of an always-evolving environment, the College ensures 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 foreseeable future. While not immune to external factors and fiscal 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.

Standard 5.A: Mission Fulfillment
Evidence-Based Assessments Process

> *The institution engages in regular, systematic, participatory, self-reflective, and evidence- based assessment of its accomplishments. And,*

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.*

Oregon Coast Community College 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 has conducted self-evaluations based on NWCCU requirements and standards in 2014, 2015, 2018, and now once more in 2019.

The College utilizes data from a variety of sources to measure progress towards mission fulfillment. OCCC became an Achieving the Dream college in 2012 and has incorporated ATD measures into Core Theme assessment 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 utilize SENSE and CCSSEE to analyze the institutional practices that affect student behavior and have joined the Voluntary Framework for Accountability to evaluate student progress toward completion and/or transfer. The College uses all these assessment results, along others described in Chapter Four and in the 11-year planning grid, to make determinations of quality, effectiveness, and mission fulfillment.

As identified in Chapter One, the College now defines mission fulfillment through evaluation of its core theme indicators of achievement which identify outcomes and shape how the college uses its resources to meet the post-secondary educational needs of the community. 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.

Assessment of College performance on core theme sub-objective indicators is systematic, ongoing, and college wide. The Chief Academic Officer is responsible for the collection of data associated with core theme sub-objectives and indicators. College performance on these indicators is regularly observed and evaluated by Core Theme Planning Teams, the College Executive Team, and faculty or

staff groups who are most closely associated with the data collection and evaluation for that indicator. This periodic evaluation provides for close monitoring and the identification of any areas of concern during the College year, if a quick response is needed. Key indicators are also discussed periodically with the Board of Education during regular board meetings and discussed in-depth at the annual Board Retreat.

OCCC mission fulfillment is evaluated on the basis of College performance in core theme indicator areas. For each core theme, "acceptable progress" (yellow) is defined as meeting 70 percent of the indicators within the core theme. If 100 percent of the indicators within a core theme have been met, then that core theme has been "achieved" (green). Overall College mission fulfillment is defined as "acceptable progress" or "achieved" in *both* core themes.   The figures in the table below represent the number of indicators within a core theme that met or exceeded the target threshold at the time of this report.

Mission Fulfillment Scorecard | Table 5.1

Core Theme	AY 2015-16	AY 2016-17	AY 2017-18	AY 2018-19
Core Theme 1: Student Success Individual Indicators Meet Targets	4 Core Themes (no indicators)	2 Core Themes (no indicators)	2 Core Themes Indicators Set	Acceptable Progress 85% (11/13 indicators)
Core Theme 2: Educational Pathways Individual Indicators Meet Targets	4 Core Themes (no indicators)	2 Core Themes (no indicators)	2 Core Themes Indicators Set	Acceptable Progress 72% (13/18 indicators)
Overall Mission Fulfillment				Acceptable Progress

The College currently fulfills its mission by exhibiting acceptable progress across its core themes. OCCC closely monitors indicators to drive progress, and the disaggregated view of the Core Theme Indicators Score Cards provides more complete information to guide College strategic planning efforts and target improvement initiatives.

In this next accreditation cycle (AY 2020-21), whether the college remains in candidacy or achieves independence, the College will re-evaluate its mission and core themes. Analysis of mission fulfillment through the lens of the core themes has been a useful instrument in guiding conversations within the institution to focus on institutional planning, review of institutional policies and processes, and the allocation of human and financial resources toward the achievement of student learning and fulfilling our promise to the community we serve. While the College will likely elect to continue utilizing core themes when the NWCCU Accreditation Standards change in 2020, Core Theme Planning Teams have discussed reducing the number of sub-objectives to focus on the most meaningful indicators – indicators that everyone in the institution can remember and talk about – and readjusting thresholds of achievement to focus on year-over-year improvement.

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. Additionally, key indicators tied to mission fulfillment for multiple Oregon community colleges are shared for comparison purposes at the C.O.R.E. 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 Instagram and Facebook channels. At the annual public budget committee hearings, the President summarizes the College's recent accomplishments, future challenges, and allocation of resources to achieve mission fulfillment.

Supporting Documentation
Core Theme Indicator Score Cards
C.O.R.E. webpage
OCCC Data – C.O.R.E. webpage
SENSE Benchmark Data – C.O.R.E. webpage
Institutional Effectiveness webpage
Voluntary Framework of Accountability

OCCC student-speakers at the 2018 'Donor/Scholar Gala,' Ken Blacketer and Waverly Sudborough, relax after their presentations.

Standard 5.B Adaptation and Sustainability

"The Flywheel effect is a concept developed in the book Good to Great. No matter how dramatic the end result, good-to-great transformations never happen in one fell swoop. In building a great company or social sector enterprise, there is no single defining action, no grand program, no one killer innovation, no solitary lucky break, no miracle moment. Rather, the process resembles relentlessly pushing a giant, heavy flywheel, turn upon turn, building momentum until a point of breakthrough, and beyond." Jim Collins ([Source](#))

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.

Since its founding in 1987, 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 on the Oregon's Central Coast, this College addresses a host of needs ranging from career preparation, transfer to baccalaureate, GED, English language acquisition, support of small businesses, and life-long learning. 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 also in an era of great transition, moving from a state of dependency to full independence. The success of this sea change requires new investment in infrastructure and human systems, while not faltering in the meeting of the primary mission: to place within the grasp of the people we serve the ability to change their futures.

The effective management of the College's resources, capacity, and impact are the responsibility of the President and the Executive Team with oversight by the Board of Education. The College utilizes Core Theme Planning, the Big Five Strategic Framework, and a host of supporting plans and processes to bring these efforts to fruition. Leadership pays profound attention to the alignment and synergies of planning implementation (documented in the 11-Year Planning Grid) to successfully navigate these challenging set of constraints. OCCC has been effective in prioritizing resources (fiscal and human) to support a successful transition to independence, ensure effective operation, and fulfill its mission to "equip students for success by providing educational pathways and supports in response to the diverse needs of our community" and "through accessible and engaging programs… enrich the economic and civic vitality of Lincoln County and beyond."

OCCC's regularly evaluates 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 intended outcomes of its programs and services, wherever offered and however delivered. The 11-Year Planning Grid captures key elements of how evaluation has occurred since 2013, and projects how it will occur into 2023. Evaluation of adequacy in the current planning cycle began with a foundational Gap Analysis completed in 2014, and has since included: four institutional self-evaluations based on NWCCU standards, targeted use of consultants (IT planning, Human Resources, Finance and Operations), the ATD Institutional Capacity Assessment Tool, Board of Education Self-Evaluation, Board Policy evaluation (3 cycles), Civil Rights Review, student and employee surveys, focused work groups (Paticipatory Governance, Early College, Textbook Costs), and most recently an enhanced Program and Service Area review process.

Supporting Documentation
11-Year Planning Grid
2014 Gap Analysis
OCCC Accreditation Page (Links to all past SERs)
ICAT Executive Summary 2017-18
OCR Voluntary Compliance Plan
SPARE Service Area Review
SPARE Instructional Review

5.B.2 Documentation and Evaluation of Systems

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.

As evidenced by all of the materials presented in Chapters 3 and 4, OCCC documents its cycle of planning, practices, resource allocation, application of institutional capacity and assessment of results. Planning is documented at comprehensive (mission, core themes, strategic), institutional (enrollment, budget, facilities), operational (assessment, migration, accreditation, ERP replacement, technology, emergency), and unit (program and service areas, and contingency) levels. Necessary and essential Board and administrative policies are documented and there is accelerating progress in the further documentation of all policies and practices in operational areas such as human resources and the business office.

As systems (cycles of planning and practices, resource allocation, application of institutional capacity, and assessment of results) have been refined and institutionalized, the College has also paid attention to the evaluation of their efficacy. Systems and processes are evaluated in terms of their responsiveness and efficiency, their fiscal sustainability, and increasingly through an equity lens. There is a general culture that new systems or refinements should be evaluated informally in the near run, and more formally after two to three years of implementation. Results of evaluation are used to make changes in processes. This approach is reflected in the evaluation and assessment efforts documented in the 11-Year Planning Grid. For example, the review and refinement of Board policy is now in its third cycle since 2014. Changes to the participatory governance system (establishing College Council and a new committee structure in 2015-2016) was evaluated via a workgroup and the Sharing Your Views survey in 2017-18, which led to the further evolution of College Council adopting a representative voting structure in 2018-2019. College Council has committed to evaluation of this

change within the next two years. A new system for payroll delivery (Paycom) was instituted in 2017 and was evaluated and modified in 2019.

Supporting Documentation
11-Year Planning Grid
Board Policy Manual
College Practice and Procedures
Employee Campus Climate Survey Instrument

5.B.3 Monitoring 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.

The process of environmental scanning is both ongoing and periodic. OCCC is well sourced in connections with its external environment that allow the College to identify current and emerging patterns, trends, and expectations. OCCC is a highly engaged member of the Oregon Community College Association, which provides scanning of the state and federal landscape in regard to fiscal and legislative environments. The President and Executive Team are well represented on local and state boards such as workforce investment, chambers of commerce, service clubs, institutional boards, and regional and state associations. Knowledge gained is shared at Executive Team meetings, staff meetings, Board meetings and retreats, and all-college gatherings. The President, Director of Development, Director of Marketing and Community Engagement, and Chief Academic Officer are specifically responsible for environmental scanning particularly in the areas of economic analysis, industry and employment trends, and legislative impacts. The College also completed its own formal Environmental Scan in 2019.

OCCC also monitors its internal environment. Extensive surveying of students is an integral part of the assessment of efficacy and mission fulfillment. The 2014 formal Gap Analysis specifically considered the internal operational environment and set the stage for the many improvements that ensued. Due to its small size, administration is quickly aware of changing conditions or concerns that may arise from time to time. Employee surveys (Sharing Your Views, ICAT, Campus Climate) have been another tool for monitoring the internal environment.

Through its governance system, OCCC uses the findings of environmental (external and internal) monitoring 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. 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 four years into our revised mission, core themes, and a strategic plan intended to serve the College and community through the period of candidacy and to reach independent accreditation. The College will continue to monitor its 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 2020-2021) is planned to revise, as necessary, our mission, core themes, core theme objectives, goals and intended outcomes of programs and services, and indicators of achievement.

Adaptation and Sustainability:
Stewarding Resources to Support Mission Fulfillment into the Future

The fiscal and budgeting processes of OCCC have increasingly been linked to planning and environmental scanning, and the reactive responses of 2013-2014 (budget cuts and rapid tuition increases) have been replaced with purposeful development and allocation of fiscal resources. Beginning in 2012-2013 the Board and administration have carefully maintained a General Fund contingency reserve in the ten to fifteen percent range, and have begun to build, from prior-year surplus fund balances, both a Board-restricted Reserve Fund for significant strategic initiatives and an operational strategic reserve to address lesser-scale growth opportunities that are one-time expenditures.

The Board of Education has adopted a more intentional and strategic approach to tuition to sustain mission fulfillment. Board Policy 6301 (adopted 2018, revised 2019) directs the Board to annually consider an appropriate index for two-year public colleges on which to discuss a tuition increase and, based on recommendations from the President, also consider tuition increases beyond the inflationary adjustment, depending upon other revenue and expense considerations. Guidelines for the consideration of changes in tuition now include market comparisons, price predictability, lowest responsible level consistent with the necessary resources for providing high quality academic programs and services, and changes in the level of state funding. Board Policy 6381 also directs that the Board will annually take into consideration all revenue sources and review the amount of tuition revenue required to:

> a) provide sufficient revenue to meet the essential budget level (EBL) required for College operations to meet annual fiscal requirements, and

> b) fund the costs of new initiatives that are focused on meeting the strategic goals the board has established for the College.

Careful fiscal planning has enabled the College to fund the replacement of an antiquated Enterprise Resource Planning (ERP) system with a state-of-the-art, cloud-based ERP, at the same time adding capacity (staffing and software) to assume the financial aid and educational services currently contracted through PCC. Advances in accounting systems and practices now allow for clear understanding of cost centers and program costs. A new Program Review process (SPAR) has institutionalized evaluation of all program and service levels.

Since a decrease in enrollment in 2014, the College's strategic plan has clearly outlined new approaches to increase enrollment. 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 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 which award grants for projects with significant funding already secured. A similar approach to initiating a Maritime Construction program, beginning with Welding, has already brought together numerous partners and secured over $300,000 in initial funding. Sustainability plans had to be in place

for the College to approve pursuing these grant opportunities to initiate the new educational pathways.

There has also been considerable attention to and investment in strengthening the OCCC Foundation, and its capacity to provide students scholarships and program support. The College and Foundation Board now jointly fund a full-time development director (replacing the half-time model in place since the Foundation was created in 2000.) Raiser's Edge software replaced simple spreadsheets for donor prospecting and tracking. The Foundation Board has grown to tap into community networks and resources, and is now focused on fundraising. In 2019, the College and Foundation jointly sponsored a new annual friend-raising/fund-raising signature event, Pearls of Wisdom.

OCCC has leveraged environmental monitoring and planning to anticipate the impacts on facilities of expanding workforce education and associated growth in enrollment. The College is in the early phase of planning for the next building to support these developments. The Workforce Education and Resiliency Center will be located at the Newport campus and will house new workforce programs such as Maritime Construction that require specialized lab facilities. OCCC has already received a commitment from the state for $8,000,000 (approximately 50 percent 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 begin building by 2023.

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.

Supporting Documentation
2019-2020 Budget Message
BP 6301: Tuition and Fees
2019 Environmental Scan

conclusion

2019 SER | OREGON COAST COMMUNITY COLLEGE

Conclusion

The Impact of Self-Evaluation for OCCC

In the five years since OCCC set itself upon the path toward independent regional accreditation, the process of self-evaluation through the lens of NWCCU requirements and standards has been transformational for this college. We stand poised at the cusp of independence, confident that our vision, culture, people, systems, and resources are more than sufficient to fulfill our mission, now and into the foreseeable future. The excitement at OCCC is palpable, an excitement grounded in a realistic understanding of what independence will entail for our students and for the College.

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. This current report reflects our fourth cycle of self-assessment and extensive documentation over the course of five years on the path to independence.

- In 2014, OCCC committed to pursuing independence and, at the request of NWCCU, the College completed an ad hoc review and report of the 24 Eligibility requirements. OCCC 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. We were recognized with Applicant status in 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 sponsoring college).

- In 2018, our Application for Initial Candidacy Self-Evaluation Report was submitted and approved, with eight commendations and five recommendations to address. Upon earning Candidacy, we approached NWCCU President Ramaswamy to request an accelerated timeline, opting to spend only 18 months in Candidacy before consideration for initial accreditation. This permission was granted.

- Now, in 2019, we have addressed the recommendations of 2018 and have continued to mature as an organization using the NWCCU standards and our Mission and Core Themes to focus and align our work. These accomplishments, along with our insights and plans for the future, are contained in this full Self-Evaluation

Throughout these years of transition, the faculty, staff and administration of OCCC have understood that while the standards and the recognition of NWCCU are of high importance, the highest priority through the transition has been to not fail our students at any time. This philosophy has undergirded the intense attention and effort given to meaningful assessment of outcomes in the Core Themes of Student Success and Educational Pathways. It has also ensured our focus on developing services and capacity to provide effective continuity of services to current and future students as their academic records and federal financial aid move from the sponsoring college to OCCC.

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. Chapter 1 documents that the College now defines mission fulfillment in the context of its purpose, characteristics, and expectations solely as manifested in its two core themes: Student Success, focusing on student attainment, and Educational Pathways,

focusing on the efficacy of pathways provided by the College, and the impacts of those pathways upon the community and region. OCCC has aligned all institutional efforts to evaluate mission fulfillment through assessment of achievement of its core themes. College outcomes for mission fulfillment are articulated by core theme sub-objectives, with one or more indicators utilized to assess College achievement of each sub-objective. The College assesses each indicator by comparing college performance to an established threshold of achievement.

Chapter 2 addresses the College's capacity to fulfill its mission. The organizational structure, the physical and technological supports, the design and delivery of student and instructional services are all built with mission fulfillment in mind. The elected Board, the President, and the Executive Team are all aligned and together provide strong leadership and direction for student success, high quality educational pathways, and a dedication to continuous improvement across all capacity areas. Capacity is of particular importance for OCCC as we approach independence and full self-sufficiency.

Chapter 3 documents extensive data-informed institutional planning and evaluation systems in place at the College, all guided by the comprehensive plans of core themes supported by the Five Big Ideas Strategic Framework. Some systems have been in place for many years and some have been more recently finalized. Over the past five years of organizational development, the College has strived to bring all planning and systems to similar levels of robustness, with a constant eye to the alignment and integration of planning, as is best captured in the 11-Year Planning Grid. Here again, continuous improvement has been a guiding principle, with "perfect is the enemy of better" often repeated as small and large groups came together to jointly plan and build systems, processes and practices. As plans and systems are finalized, there is a new commitment to review, and evaluate after two to three years.

Chapter 4 presents the regular and systematic assessment of core theme outcomes, including student learning and effectiveness of programs and services, and improvement based on that assessment. It includes assessment and discussion of results of each core theme indicator. There has been great investment of engagement, time, and thought in these processes during the period of candidacy, and progress is quite evident. In just one example, college faculty have been energized by the discussion, determination, and piloting of comprehensive institutional learning outcomes (CILOs) and how they might be assessed.

Chapter 5 examines the College's ability to define, measure and explain Mission Fulfillment in an evidence-based context. OCCC closely monitors its internal and external environments with mutual concern for capacity and responsiveness to the communities it serves. This fully coherent system to assess Mission Fulfillment was only implemented in 2018-2019, and already the process is yielding fruitful discussion about how to improve results, and also the meaningfulness of the measures of achievement.

Our Future
Should independent accreditation be awarded as a result of this evaluation process, OCCC will encounter the end of the current planning cycle. The establishment of the new NWCCU standards has aligned well with College planning cycles, and Mission and Core Themes will be reviewed in 2019-2020. As the Core Themes of Student Success and Educational pathways are at the essence of the work of the College, and the implementation of assessment under the current metrics is fairly new, early reflections indicate the Core Themes will likely carry onward into any mission revisions. The Strategic Framework will also be revisited in conjunction with the review of mission.

As described elsewhere, the successful migration and continuity of services for students under independence, along with the implementation of the new ERP systems, will be critical focal points for at least the next two years to ensure transitions continue to be optimum. Revised assessment systems are only in their first year of implementation and require a four-year cycle before the processes can be fully considered for improvements. Academic matters of curriculum, academic policies, and faculty qualifications in an environment of independence will also require the attention of faculty and academic administration. The next College building (Workforce Education and Resiliency Center) needs to be fully funded, with programming and design finalized, to be followed by its construction. Oregon's 17 Community Colleges have adopted Guided Pathways as a statewide model, and within the next two to three years, OCCC will complete this transition. Finally, OCCC has a great interest in working with other partners and community colleges to address student affordability issues which reach far beyond tuition. Efforts are already underway to help students access federal benefits to address their food and housing deficits, and this work will accelerate in the coming years.

Throughout all this important and necessary work, we will be guided by our mission and comprehensive planning. 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
AACRAO	American Association of Collegiate Registrars and Admissions Officers
AALSO	Aquatic Animal Life Support Operator
AAOT	Associate of Arts Oregon Transfer Degree
AAS	Associate of Applied Science Degree
ABE	Adult Basic Education
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ADA	Americans with Disabilities Act
AED	Automated External Defibrillator
AFT	American Federation of Teachers
AGS	Associate of General Studies Degree
ALO	Accreditation Liaison Officer
Americorps VISTA	Volunteers in Service to America
AMG	All Managers Group
AP	Advanced Placement
AP	Administrative Procedures
AQS	Aquarium Science
AS	Associate of Science
ASC	Accreditation Steering Committee
ASG	Associated Student Government
ASK	Administrative Support Knot
ASR	Annual Security Report
ASOT	Associate of Science Oregon Transfer Degree
ASOT-B	Associate of Science Oregon Transfer Degree in Business
ATD	Achieving the Dream
ATF	Assessment Task Force
A/V	Audio Visual
AY	Academic Year (may refer to Award Year in some contexts)
BAC	Budget Advisory Committee
BIDF	Basic Institutional Data Form
BOE	OCCC Board of Education
BP	Board Policy
BSN	Bachelor's of Science Nursing
CAO	Chief Academic Officer
CBA	Collective Bargaining Agreement
CCB	Construction Contractors Board
CCI	Council of Curriculum and Instruction
CCOGs	Course Content & Outcomes Guides
CCSF	Community College Support Fund
CCSSE	Community College Survey of Student Engagement

Glossary of Terms, continued

CCWD	Oregon Dept. of Community Colleges and Workforce Development
CCRC	Community College Research Center
CEO	Chief Executive Officer
CEU	Continuing Education Units
CIA	Council of Instructional Administrators
CILO	Comprehensive Institutional Learning Outcomes
CLO	Course Level Outcome
CMS	Content Management System
CNA	Certified Nursing Assistant
CoCo	College Council
CoFO	Chief of Finance and Operations
CORE	Coordinated Oregon Research Enterprise (contracted service for IR with Linn Benton Community College)
CPC	Career Pathways Certificate
CSSA	Council of Student Services Administrators
CT	Core Theme
CTA	Confirmation of Teaching Assignment
CTE	Career and Technical Education
CRM	Customer Relationship Management
DACA	Deferred Action for Childhood Arrivals
DHHSC	Director of Health, Human Services, and Careers
DOD	Director of Development (also occasionally "Dean of Darkness")
DOE	United States Department of Education
EBL	Essential Budget Level
ECAR	Eligibility and Certification Approval Report
ECE	Early Childhood Education
EIC	Equity and Inclusion Committee
EMT	Emergency Medical Technician
EBP	Essential Building Personnel
ERP	Enterprise Resource Platform or Planning system
ESL/ESOL	English for Speakers of Other Languages
ER	Eligibility Requirement (NWCCU)
ET	Executive Team
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FAA	Financial Aid Administrator
FTE	Full Time Equivalent
FSA	Federal Student Aid
FTP	File Transfer Protocol
FY	Fiscal Year
FASB	Financial Accounting Standards Board

Glossary of Terms, continued

GAAP	Generally Accepted Accounting Principles
GAS	Governmental Auditing Standards
GED	General Equivalency Diploma
GF	General Fund
GISS	Governance Institute for Student Success
GPA	Grade Point Average
HECC	Higher Education Coordinating Commission
HR	Human Resources
HS	High School
ICAT	Institutional Capacity Assessment Tool (from ATD)
IGA	Intergovernmental Agreement
ILT	Instructional Leadership Team
IPEDS	Integrated Postsecondary Education Data System
IPM	Integrated Pest Managment
IR	Institutional Research
IRS	Internal Revenue Service
IT	Information Technology
JETS	Junior Executive Team
K-12	Kindergarten through 12th Grade
KSA	Knowledge Skills, Abilities (and sometimes Attitudes)
LBL ESD	Lin Benton Lincoln Educational Services District
LCSD	Lincoln County School District
LEED	Leadership in Energy and Environmental Design
LIB	Library
LMS	Learning Management System
MA	Medical Assistant
MIT	Massachusetts Institute of Technology
MSI	Marine Studies Initiative
MFS	Mission Fulfillment Scorecard
MTH	Math
MVVTF	Mission/Vision/Values Task Force
NACADA	National Academic Advising Association
NCLEX	National Council Licensure Examination (for Nursing)
NCCT	National Center for Competency Testing
NSC	National Student Clearinghouse
NUR	Nursing
NWCCU	Northwest Commission on Colleges and Universities
OAR	Oregon Administrative Rules
OC5	Oregon Coast Community College Custom Cohort A OCCC defined data cohort of students
OCCA	Oregon Community College Association
OCCC	Oregon Coast Community College

Glossary of Terms, continued

OCCDLA	Oregon Community College Distance Learning Association
OCCCF	Oregon Community College Support Fund
OCCSA	Oregon Community College Student Association
OCCSF	Oregon Community College Support Fund
OCR	Office of Civil Rights
OER	Open Educational Resource
OIT	Oregon Institute of Technology
OLMIS	Oregon Labor Market Information System
OPC	Oregon Presidents Council
OPEID	Office of Postsecondary Education Identifier
OR-OSHA	Occupational, Safety, Health Administration
ORS	Oregon Revised Statues
OSBN	Oregon State Board of Nursing
OSU	Oregon State University
PAF	Personnel Action Form
PCC	Portland Community College
PERS	Public Employees Retirement System
PLO	Program Learning (or Level) Outcomes
PPA	Program Participation Agreement
PTK	Phi Theta Kappa Honor Society
RCC	Rogue Community College
RN	Registered Nurse
RFP	Request for Proposal
SAC	Subject Area Committee (of Portland Community College)
SAP	Satisfactory Academic Progress
SAS	Statement on Auditing Standards
SBDC	Small Business Development Center
SDS	Safety Data Sheets
SBM	Small Business Management Program
SEAL	Serve, Earn, and Learn Scholarship
SENSE	Survey of Entering Student Engagement
SER	Self-Evaluation Report
SID	Student Identification Number
SNO	Student Nurses Organization
SPAR	Service and Program Area Review Process
SPARC	Service and Program Area Review-Comprehensive
SPARE	Service and Program Annual Review and Evaluation
STEM	Science, Technology, Engineering, and Math
SLO	Student Learning Outcome
TCB	Security firm provides contracted safety services to OCCC
TBD	To Be Determined

Glossary of Terms, continued

VFA	Voluntary Framework of Accountability
VCP	Voluntary Compliance Plan
WAG/TAG	Website and Technology Advisory Group
WERC	Workforce Education and Resiliency Center
WIOA	Workforce Investment Opportunity Act
WR	Writing
YCS	Your College Store (Bookstore and limited food service)