

Initial Accreditation Evaluation Report

Oregon Coast Community College

Newport, Oregon

October 16-18, 2019

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

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Introduction

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

Assessment of the Self-Evaluation Report and Support Materials

The Initial Accreditation Self-Evaluation Report was complete, addressed Commission standards, provided justification and evidence. Support materials were extensive and indicated OCCC has documented a number of important policies, procedures and processes as they advance to full accreditation. The support materials provided important evidence of process for the accreditation evaluators.

During the visit, board members, executive team, faculty, staff, and students were candid in their responses and provided significant feedback and insights to the committee. Key groups and individuals were interviewed for the purpose of assessing the various components of OCCC to include mission, two core themes, capacity to sustain operations, mission fulfillment, connection to community, and application of services to students. The committee members found their interactions with all constituents to be friendly, positive, and with a sense of excitement for the direction the College is moving.

Response to Previous Recommendations

The Fall 2019 Initial Accreditation Evaluation Committee examined the evidence provided by the College in response to the Recommendations from the Spring 2018 Candidacy Evaluation Report. The summary of the Committee's review of each Recommendation is included below:

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

Although the College has made significant progress toward meeting the expectations of the Commission concerning finalizing core theme sub-objectives, indicators, and thresholds for achievement, there was some variability regarding the College's implementation of its assessment strategies and use of the results to improve programs and services.

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

The College has adopted, published and implemented policies through its governing board and financial officer to ensure procedures and practices are in place to ensure financial compliance. An outside audit was performed to document standard accounting practices are in place. The Board has set reserve policy and the College is well on its way to fulfilling the mandate.

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

The College has incorporated assessment of student learning results for program learning outcomes and Comprehensive Institutional Learning Outcomes (CILOS) into the sub-objectives and indicators for Core Theme Two: Educational Pathways. During the last academic year, the College piloted aspects of its assessment plan and core theme planning process. Now the College needs to refine and fully implement its assessment plans and utilize the results to inform its instruction and support services planning on a regular basis.

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

The College has evaluated, modified procedures when needed, documented, and operates within those practices. The college community is aware of constituent roles, performs within documented shared governance roles, and acknowledges the protocols within decision-making practices.

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

For the purposes of the Initial Accreditation Self-Evaluation Report the College has clearly defined mission fulfillment through assessment of the core them objectives outlined in the two core themes. The strategic priorities, referred to as the "Five Big Ideas Strategic Framework," appear to be aspirational in nature and are used to guide the future direction of the College, as accomplished through core theme planning, assessment and improvement. The committee notes the collaborative approach the College has taken to further define the way in which Five Big Ideas and Core Theme Planning are used in concert for planning and achievement.

Response to Student Achievement Data

1. What are the key challenges of the institution related to the institution's graduation rate and other data provided?
 - Because OCCC is a small college with limited course offerings, some students transfer after attending one year so they can take more specialized courses at a larger school.
 - Many students have come from low socioeconomic backgrounds and consequently face a variety of barriers, as a result such as food insecurity, lack of reliable transportation, difficulty finding affordable housing, and lack of childcare.
 - Some first generation college students encounter resistance from their families who would rather see the students work than go to college.

2. What is the institution doing to improve graduation rates?
 - Aviso early alert program
 - Peer tutoring
 - Guided self-placement
 - Collecting and analyzing student success data
 - Mandatory advising - covering multiple topics -> academics, college orientation, placement, financial aid
 - Food bank
 - Expanded course offerings at Lincoln Center
 - Emergency fund - putting verbiage in syllabus and then in Canvas
 - Emergency loans
 - Challenge survey of students
 - HOPE survey
 - Developmental education redesign and math pathways
 - Involving students in College Council - know student needs
 - Zoom tutoring for online and dual enrollment students
 - Personalized calls to students during the academic term

3. What initiatives appear to be effective in improving graduation rates?
 - Advising and Orientation - advisors partnering with academics
 - Multiple measure placement and math pathways - raised initial math placement for students
 - Required attendance
 - Caring faculty and staff

4. What might accreditors do to assist institutions to improve graduation rates?
 - Visiting campus and giving open honest feedback - enthusiasm
 - Placing best practices on the NWCCU website
 - Networking between colleges

- Recent focus on critical issues, not just reporting; and focusing on helping colleges do better and less of a “gotcha” approach

Eligibility Requirements

The evaluation committee found appropriate evidence to verify that OCCC meets the Commission’s Eligibility Requirements.

OCCC has been providing educational programs since 1987. Students are taught on its campus but are granted credit and degrees through Portland Community College. After OCCC was granted Applicant Status with NWCCU, the Educational Services Agreement/Inter-Governmental Agreement (IGA) with Portland Community College (PCC) was updated in 2018 upon earning Candidacy. This update reflects decreasing reliance on PCC, supports students during transitions, and anticipates the termination of the agreement within one year of the College earning NWCCU independent status. OCCC and PCC have maintained and strengthened interfaces and relationships at the operational, administrative and board levels via highly coordinated annual meetings aimed at building capacity for OCCC to assume all functions currently delivered by PCC under the Educational Services Agreement.

Eligibility Requirements

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.

Meets NWCCU expectations

14. Physical and Technological Infrastructure

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

Meets NWCCU expectations

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.

Meets NWCCU expectations

19. Financial Accountability

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

Meets NWCCU expectations

The College received a management letter comment regarding the controls of the current Enterprise Resource Planning (ERP) software and is in process of migrating to a new system, with a target date of July 2020.

Mission, Core Themes, and Expectations

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

OCCC has clearly defined and operationalized its mission and core themes. Core themes were developed through a collaborative process and were reviewed and adopted by the Board of Directors. The College uses their core themes as a guide to the allocation of resources, development of organizational structure and delivery of educational programming.

Mission

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

OCCC has a clearly defined mission and two core themes that were developed through a collaborative process and were adopted by their Board. OCCC devotes its efforts in Lincoln County toward the fulfillment of its mission through measurement of core themes.

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.

Core Themes

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

OCCC has a clearly defined mission and two core themes that were developed through a collaborative process of senior leadership, faculty, staff, and constituents. These two core themes were adopted by their Board. OCCC devotes its efforts in Lincoln County toward the fulfillment of its mission through measurement of core themes.

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

1.B.1 – 1.B.2

During the 2017-18 academic year, the College established two core themes, “Student Success” and “Educational Pathways” that align with the mission statement and collectively encompass the essential elements of the mission. The College has developed a definition and overarching objective for each core theme.

Core Theme 1: Student Success is reflected in the Oregon Coast Community College Mission as follows: “At Oregon Coast Community College, we *equip students for success* by providing educational pathways and *supports*. . .” (emphasis added). The vision of this core theme, as explained by OCCC, is to try to identify the “key milestones and factors” that are “pivotal to student success.”

To operationalize their vision of Student Success, OCCC has established seven sub-objectives, each of which has at least one indicator, a corresponding threshold of fulfillment, and a concisely stated rationale for each sub-objective. The sub-objectives and their respective indicators are addressed in more detail in Standard 3.B.

Core Theme 2: Educational Pathways encompasses the following elements of the 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*.” (emphasis added). The vision of this core theme is to deliver “relevant, sustainable, high-quality, accessible programs and services that promote the civic and economic well-being of our students and community.”

The Educational Pathways core theme contains eleven supporting sub-objectives with twenty indicators. Each indicator has a threshold and rationale. Most of the indicators are meaningful for the evaluation of their respective core theme sub-objectives; however, the College is considering changing some to make them more meaningful, such as the indicators related to the Small Business Development Center. The indicators are all assessable and most can be used

to evaluate their sub-objectives. However, since the College recently adopted the two core themes and has only completed one evaluation and planning cycle in 2018-19, the value of each sub-objective and indicator has yet to be assessed. The College is still evaluating the accuracy and meaningfulness of each indicator and their targets.

Resources and Capacity

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

When members of the Evaluation Committee examined the evidence provided by the College to demonstrate compliance with Standard 2, the NWCCU Checklist of Required Documentation was used to record whether the College had met the Commission's expectations for compliance.

Governance

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards

Governing Board

2.A.4 - The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the*

institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

Meets NWCCU standards

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

Meets NWCCU standards

The College is governed by a Board that understands its role of oversight of policy, the hiring and supervision of a president and monitoring financial resources of the College. The five-member Board functions as a whole, establishes, reviews, and revises campus wide policy.

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

Meets NWCCU standards

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

Meets NWCCU standards

The Board has selected a well-qualified and capable chief executive office who has established and articulated a clear vision and leadership for OCCC.

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

Meets NWCCU standards

Leadership and Management

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

Meets NWCCU standards

The College has a well-qualified and “results driven” president along with a senior leadership team who have demonstrated a commitment to the mission of OCCC. Each are well prepared for their roles and have a shared vision for an expanding role of the College within the Lincoln County district.

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

Meets NWCCU standards

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

Meets NWCCU standards

The President has recruited and selected a highly capable executive team of administrators who have been given appropriate levels of responsibility and accountability as they manage and assess the achievements of the College toward mission fulfillment.

Policies and Procedures

Academics

2.A.12 - Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Meets NWCCU standards.

2.A.13 - Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

Meets NWCCU standards

2.A.14 - The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Meets NWCCU standards.

Students

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards

Human Resources

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

Meets NWCCU standards

The College's policies for Human Resources (HR) are published and consistent with Board policy, state and federal laws, and collective bargaining agreements. The College reviews the policies annually to ensure currency and legal compliance, helping to ensure that employees are treated fairly through clearly defined processes; general rights and responsibilities of employment are well-articulated.

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

Meets NWCCU standards

New employees receive notice of their conditions of employment, work assignments, and rights and responsibilities, during new employee orientation and through annual contract notifications.

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

Meets NWCCU standards

The Director of HR maintains personnel records in a confidential and secure area. OCCC continues to transition from paper policies to an electronic process. Employment records and personnel information for current and former employees remains confidential. FERPA regulations were applied to student records with confidentiality and maintained for employment records.

Institutional Integrity

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards

Academic Freedom

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

Meets NWCCU standards

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

Meets NWCCU standards

Compliment: OCCC is to be complimented for creating an environment that is supportive of the faculty’s academic freedom.

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

Meets NWCCU standards

Finance

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

Meets NWCCU standards

Human Resources

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

Meets NWCCU standards

OCCC has adopted a comprehensive organizational structure that demonstrates adherence to NWCCU accreditation standards. OCCC documents the qualifications of 100 plus employees who comprise the institutional workforce and is adequate for the student headcount. Evidence affirms individual qualifications via educational credentials earned, relevant experience, professional achievements, and information related to professional and community affiliations. The College has worked to create organizational structures to take over all capacities of the College functions. One example is the separation of the Financial Aid and Registrar position into two separate positions and seeking Board of Education approval to contract with a third-party service provider for Financial Aid packaging.

OCCC departments are staffed by individuals who have appropriate experiences, qualifications, and certifications necessary to perform their functions. Procedures for hiring and retention of staff and faculty are clearly communicated and outlined in policies accessible to all members of the College community on the OCCC HR website. The College maintains the appropriate number of qualified full-time and part-time faculty necessary to serve students in academic programs. Contracts or agreements between the College and employees are clear and provide information pertaining to specific assignments and pay scale.

The College uses its website to post position vacancies. These listings include a position summary, full announcement of responsibilities, and minimum and preferred qualifications. The job description format is similar to the postings, and includes information on the application process. The website includes a statement regarding a non-discrimination policy

and any acknowledgment for diversity and equal opportunity commitments. It is also translated into Spanish.

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

The HR office details how it conducts annual evaluations for all full-time employees including staff, faculty, and administrative positions. The College provided sample files of performance evaluation information for faculty, part-time, and staff that adequately addressed and demonstrated a process is in place to evaluate administrative and staff employees.

Concern: Although there is a detailed and formal process for employee evaluation, both staff and faculty, there exists a lack of consistency with reviews and performance assessment on an annual or regular timeline.

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

Meets NWCCU standards

Professional development is provided to staff and faculty through various mechanisms including college-wide in-service; teaching and learning seminars; online trainings/webinar trainings; professional development educational leave; and release time to attend conferences and employee directed professional development opportunities.

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

Meets NWCCU standards

The College employees qualified faculty to meet the mission. Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching. Expectations regarding teaching loads and office hours are defined in the faculty handbook. The responsibilities and workloads for OCCC faculty are appropriate with the College's expectations for teaching and are regularly reviewed.

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

Meets NWCCU standards

Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching. Expectations regarding teaching load and office hour availability are defined in the faculty handbook. The responsibilities and workloads for OCCC faculty are commensurate with the College's expectations for teaching and reviewed.

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

The College details how it conducts annual evaluations for all full-time employees including staff, faculty, and administrative positions. The College provided sample files of performance evaluation information for faculty and part-time faculty, that adequately addressed and demonstrated the process taking place for some faculty. Evaluations occur at least once within every five-year period of service as noted in the OCCC Self-Evaluation Report. Observations, student evaluations, and the CBA identify mutually agreed upon methods of evaluation and timelines.

Concern: Although there is a detailed and formal process for faculty and employee evaluation, there appears to be a lack of consistency with reviews and performance assessment until 2018-2019. The College noted its intention to complete full evaluations of all new part-time faculty in their first term of teaching. Impacts on this process were shared based on leadership turnover. Full-time and part-time faculty shared inconsistency surrounding the evaluation process. The evaluation process is documented in the CBAs; however, full implementation needed to be instituted. A new Associate Dean of Academics and Workforce has been hired to mitigate this concern. A plan is in place for responding to this concern.

Education Resources

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards

The Library Manager placed a Library Resources link into every Canvas class. This link takes students to a LibGuides page that features a specially curated set of databases to complement the class curriculum. Faculty indicated high satisfaction with the integration of library information resources through Canvas.

Upon invitation from instructors, the Library Manager meets with individual classes to guide the students in creating research strategies and evaluating information resources. The Library Manager reported teaching about 20 one-shot sessions per quarter.

2.C.7 - Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a

maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Meets NWCCU standards

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

Meets NWCCU standards

Undergraduate Programs

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

Meets NWCCU standards

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

Meets NWCCU standards

2.C.11 - The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Meets NWCCU standards

Graduate Programs

2.C.12 - Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

N/A

2.C.13 - Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

N/A

2.C.14 - Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

N/A

2.C.15 - Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories

and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

N/A

Continuing Education and Non-Credit Programs

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards

Student Support Resources

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

Meets NWCCU standards

The physical location of Student Services office provides a welcoming one-stop experience for students. Offices are centrally co-located and provide students with direct access to staff and resources. The College has invested in efficiencies, staffing, and facilities to provide wrap-around support.

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

OCCC's website and self-evaluation documentation describes the various services provided to ensure a safe and secure environment. The Emergency Planning and Continuity Planning provides policy and procedure information alongside the Emergency Operations Center and disaster recovery program.

Concern: The website provides a link to the federal crime statistics. However, once the College achieves independence, a review of the current compliance and policies required for Clery needs to be addressed. A Clery Compliance Committee review of the annual checklist and requirements for Title IV is recommended to guide compliance outcomes.

Compliment: The Safety Officer is a full-time employee at the College with oversight for the daily operation of college-wide safety. He has a well-established relationship with local police, fire, and rescue agencies and extensive experience with emergency management. Faculty, staff, and students all noted positive interactions with safety personnel, and each group echoed a sense of safety while on campus. OCCC provides a variety of measures to ensure a safe and secure campus. Monitoring of the campus by safety staff, cameras, and other technology provide a safe environment for all students and employees. Staff feel safe on campus and the Safety Committee and Essential Building Personnel group are trained and informed of what to do in an emergency. The Emergency Operations Center is equipped, and Memos of Understanding have been developed with local emergency responders. The campus is an evacuation site for the local community and can host 5,000 people as a campus-refugee site.

Concern: The evaluation committee observed that the combined roles of Title IX Coordination and the judicial oversight may cause conflicts of interest with the processes. Separating the two responsibilities and/or training more investigators may reduce or eliminate any conflicts of interest that may arise.

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

Meets NWCCU standards

The OCCC Self-Evaluation Report presents an extensive and descriptive list of services that support student success. Such services are available to assist the current student population, local high schools, and North and South County Centers. The College's website, the catalog, and the student handbook provide descriptive information and steps for accessing student support services.

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

Meets NWCCU standards

OCCC outlines clear processes for ensuring that students are able to complete their program of study. The College carefully considers the impact of program closures on students and makes every effort to minimize disruption. If a program is closed, clear teach-out policies and procedures are followed. Human Resources works alongside the Dean of Students and the Chief Academic Officer.

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

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

Meets NWCCU standard

2.D.6 Publications describing educational programs include accurate information on:

- a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;*
- b) Descriptions of unique requirements for employment and advancement in the occupation or profession.*

Meets NWCCU standard

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

Meets NWCCU standard

The addition of new technology is being considered for records retention, and appropriate security precautions are in place for maintaining the confidentiality of student records.

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

Meets NWCCU standards

Financial aid and scholarship information is posted on the College website and is addressed in various publications. Students stated they were well informed about financial aid and looked forward to being able to work directly with OCCC's staff and process from start to finish. The catalog provides complete information on financial aid including deadlines, application procedure, aid available, appeals procedures and disbursement. OCCC currently follows PCC's financial aid policies and procedures. Within the portal, students have access to information through the Paying for College page. Once the new ERP is in place, OCCC will be working with Global Financial Services, a partner with Campus Management (the new ERP provider). The Financial Aid team, led by the Dean of Students has been working diligently to navigate the steps and timeline for implementation. The new restructure of Financial Aid and the Registrar's roles will assist with the transition.

Compliment: OCCC Foundation offers a number of scholarships supporting student needs. In addition, the College makes available emergency loans and the staff work with students on payment plans and other ways to retain students who are in financial situations impacting their completion.

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

Meets NWCCU standards

Currently, OCCC adheres to all of PCC's financial aid policies and procedures including repayment obligations. A migration and timeline of how OCCC will take on the role of monitoring its student loan program and default rates were provided. The Financial Aid team shared the current default rates for PCC and noted OCCC's default rates. Although the default rate was higher than OCCC would like, staff expressed confidence that once OCCC is independent from PCC, more intentionality would occur to enhance Financial Literacy and loan default prevention. To that end, a Financial Literacy webpage is being created and a mandatory financial literacy course is being considered for all students.

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

Meets NWCCU standards

Compliment: Mandatory advising with a developmental model in collaboration with the Navigator program and Financial Aid is outstanding. The College's approach to wrap-around support from first touchpoint in the community and high schools through completion is thoughtful, well-developed, and consistent with national best practices. Advising is mandatory and a data management system offers an advising module allowing advisors to manage each student's ability to register. The one-on-one advising appointments are set-up to have a professional advisor work with a student on course placement, academic goals, and financial preparedness. After the initial appointment, students are assigned an advisor based on the program of study. Orientation includes academic advising and Multiple Measures placement. A student management system to enhance communications with advisors and faculty and provides early alerts for early interventions is used consistently by faculty and advisors. Financial aid works alongside the advising and Navigators to provide collaborative support to perspective and enrolled students.

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards for college co-curricular programs.

OCCC does not offer intercollegiate athletics.

2.D.14 - The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Meets NWCCU standards

Library and Information Resources

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

Meets NWCCU standards

The library holds over 10,000 items—nearly 7,800 of which are books. The library is a member of the Chinook Library Network and, along with two other community colleges, provides students with approximately 28,000 items. Students can locate these items through the libraries' shared Koha online catalog and request them through Interlibrary Loan. The Aquarium Science students also have access to the Guin Library at the Oregon State University Hatfield Marine Science Center in Newport.

On its public facing page, the library provides access to just the databases available through the Chinook Library Network, a consortium of four public libraries and three community college libraries. However, the majority of the online databases available to students (83 in total) are accessed through Canvas, the College's learning management system. In order to provide online authentication, the library placed its online databases, purchased either directly from the vendor or through the Orbis Cascade Alliance, behind its Canvas login. Each class has a LibGuides page that provides access to a curated list of online databases and library materials, as well as tips for searching. In addition, the LibGuides page contains a link to the complete list

of databases, if the student wishes to search further. Faculty and students report a high satisfaction with the availability of library information resources through Canvas.

Compliment: The evaluation committee compliments the Library Manager on her creative solution for providing online database authentication at no additional cost to the institution.

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

Meets NWCCU standards

The library systematically encourages feedback from library stakeholders. The Library Manager solicits recommendations on a quarterly basis from faculty for enhancing the library collection and provides online and on-site avenues for recommendations from all stakeholders. In addition to a reliance on faculty suggestions, the Library Manager utilizes reviews and other standard evaluation tools to create a balanced library collection. The Age of Collection reports and circulation data help inform the Library Manager on areas needing improvement.

Students are surveyed each spring. Student responses helped inform decisions such as creating textbook reserves and relocating computers into a team lab. As an aid in planning, the College could use the information gathered from the Program Review, peer institution comparisons, as well as utilizing the budget process to review the adequacy of the library budget.

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

Meets NWCCU standards

The Library Manager offers a Library 101 class for one credit fall, winter, and spring quarters. Because it may fill out a student's full-time load, the class often attracts around 15 students. The Library Manager reports that she has 20 students enrolled this quarter. This class provides an introduction to information literacy.

Instructors may invite the Library Manager to meet classes to provide information literacy instruction in a one-shot model. The Library Manager provided access to library materials within the Canvas class shell to ease wayfinding for students. This allows the Library Manager to focus on developing students' search strategies and evaluation of information resources. The Library Manager reports that she teaches about 20 one-shots per quarter.

Concern: Although the library piloted the Library Services SPARC (Service and Program Area Review Comprehensive), the assessment of student learning outcomes has not been completed. The evaluation committee encourages the development and assessment of information literacy student learning outcomes.

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

Meets NWCCU standards

The library conducts student and faculty satisfaction surveys on a regular basis. The Library Manager systematically weeds the library collection every four years through an established collection review schedule.

Compliment: The evaluation committee compliments the library for volunteering to pilot the SPARC Library Services review.

Concern: While the library utilizes security cameras, the evaluation committee is concerned about the lack of security of library information resources and equipment. Expensive reference texts and periodical collections are housed in the open commons outside of the library. These information resources are outside of the line of sight of library personnel and are unsupervised after library closure. Traffic pathways and multiple exits provide avenues to remove library materials and equipment without checkout at both the Newport Campus and the North County Center.

Concern: The checkout method at the North County Center does not protect the identity of the borrower, creating a library professional ethics violation: "with respect to information sought or received and resources consulted, borrowed, acquired or transmitted."

Financial Resources

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

Meets NWCCU standards

The budget is conservatively developed using known FTE factors and resources. The board has approved a policy of a minimum 10% operating budget reserve, and a target of 15% to address risk and solvency issues.

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

Meets NWCCU standards

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

Meets NWCCU standards

Meetings with faculty and staff provided feedback that the process as published is followed and provides multiple opportunities for campus and community input.

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

Meets NWCCU standards

The College is migrating to a new ERP system, which will improve the efficiency of financial and other data reporting.

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

Meets NWCCU standards

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.

Meets NWCCU standards

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

Meets NWCCU standards

The College received a management letter comment regarding the controls of the current ERP, and is in process of migrating to a new system, with a target implementation date of July, 2020.

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

Meets NWCCU standards

Physical and Technological Infrastructure

Physical Infrastructure

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards

Technological Infrastructure

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Meets NWCCU standards

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

Concern: The College has a replacement plan for desktop computers, but not a comprehensive plan that addresses all technology infrastructure, including servers and the wireless system. In 2014 and 2018 the College had outside consultants perform inspections and have addressed most of the findings from those reports. However, at the time of the visit, a comprehensive Information Technology infrastructure plan could not be provided to the evaluation committee. The College needs to develop, implement and review a comprehensive technology infrastructure plan.

Planning and Implementation

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the

interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

Institutional Planning

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

The College's mission, vision, and strategic plan provide appropriate direction in which to guide decision making on resource allocation and application of institutional capacity. The evaluation committee noted the depth and breadth of collective engagement by all stakeholders. The College has utilized four levels of planning and the path of planning influence: Comprehensive, Institutional, Operational, and Unit. Comprehensive planning is incorporated into Mission, Core Themes, and the Five Big Ideas Strategic Framework. These levels of planning were clearly articulated through three visualizations entitled, Planning Ecosystem, Path of Planning Influence, and the Assessment Plan. The Committee appreciated the clarity which these visualizations provided. Although the planning system is multi-layered, interviews conducted during the evaluation visit, supported the College's assertion that the process is widely understood and appreciated.

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

The College has developed and utilizes processes for comprehensive planning which begins with the collaboration of the College president, executive team through board involvement and includes systematic input from faculty, staff and students as meaningful participants in planning.

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

The College has gathered and utilized meaningful data. These data are analyzed as part of an emerging process for assessing mission fulfillment. Given the two core themes have been consolidated from past practice and there is anticipation of separation from PCC; the College has not collected sufficient or specific data at the time of this visit to make planning decisions across all units.

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

Resource allocation is informed by the College's plan and assessment of priorities. The Budget Message for 2019-20 continued the focus on Mission, Core Themes, and the five strategic priorities. Given the size of the College, great care is being taken to ensure priority is given to those activities that have greatest impact on mission fulfillment and student success.

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

Continuity of operations plans have been completed for two instructional programs and two support service units. Completion of all continuity of operations plans is slated for 2020. Given the model plans that have been developed the Committee expressed confidence that the remainder of plans will be completed as scheduled.

Compliment: Given the strategic physical location, OCCC has worked closely with local and regional emergency preparedness agencies and with internal stakeholders to plan for contingency operations and serve as an important partner for potential disasters.

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.

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. Draft sub-objectives have been established and provide assessable indicators that in turn are consistent with the College's definition of student success. These thresholds have been revised since the previous initial candidacy accreditation evaluation. These changes are appropriate for the current status of the College and are essential for the College to define core theme attainment that will lead to mission fulfillment without reliance or hindrance based upon the requirements of the sponsor institution.

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

There was evidence of thoughtful and strategic selection of programs and services that will directly support OCCC's two core themes. The College shows evidence of alignment with the achievement of core theme goals as evidenced by a student orientation that includes academic advising, co-requisite sections of writing courses (WR 115 and WR 121) with sufficient support structures to aid in the successful completion of these courses, "Multiple Measures" placement, and the implementation of an enhanced student management system to include early alert and faculty initiated interventions. The College uses student support Navigators to provide collaboration and support to perspective and newly enrolled students.

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.

Systems are in place at the College for the collection of data using multiple sources. Specific data sets and related definitions have been identified using information from Achieving the Dream (ATD), IPEDS, the Voluntary Framework of Accountability (VFA), and the various other systems with which the College has been affiliated.

In recognition of limited resources, the College became a charter member of the Oregon Coast Community College Custom Cohort and contracted with Linn Benton Community College to assist with data collection and analysis. Student cohort programs (CTE), are being tracked closely and the rates of graduation (both PCC and OCCC) and employment placements are high. The College is developing programs and emphases that can largely be taught by existing faculty or readily available adjunct faculty, to respond to local needs. An example is a close tie between the Aquarium Science program which engages in a National Visiting Committee which conducts an annual review.

Standard 3.B – Core Theme Planning

Introduction

The core themes for Oregon Coast Community College have gone through multiple iterations. Previously, OCCC had four core themes. In an effort to clearly focus their efforts to define, assess, and achieve mission fulfillment, the College created two core themes: 1. Student Success and 2. Educational Pathways. These core themes are the drivers for the programs and services provided at OCCC. Core Theme data is shared with and reviewed by the College's Board of Education in 1-2 regular meetings per year, and at their annual planning retreat.

Core Theme 1: Student Success

3.B.1 – 3.B.3

The College’s vision for Core Theme One: Student Success is to identify the key junctures of the students’ educational journey—indeed, the times when students are most vulnerable for failing or quitting—and setting sub-objectives to address those milestones. Institutional planning for Core Theme One: Student Success is directed toward the following parts of an OCCC student’s journey:

- Exploration
- Enrollment
- Completion of:
 - Learning outcomes
 - Students’ goals
- Support Services, including:
 - Developmental classes
 - College “gateway” classes
- Student Experience, including:
 - Inclusion
 - Engagement
 - Welcome
- Academic Advising
- Interventions of At-Risk Students

The core theme is operationalized with seven sub-objectives, each of which has one to three indicators to determine the degree to which the sub-objective has been accomplished and to determine how to address deficiencies in achievement.

Core Theme Two: Educational Pathways encompasses the bridges into college pathways from high school, adult education, non-credit, and other feeders. It also includes student learning of marketable skills and students’ transition to transfer or employment. The core theme planning process is still in its infancy at OCCC and the College completed its first annual planning cycle with the new core themes during the 2018-19 academic year. The College tasked two existing committees to lead the planning and data analysis for each of the core themes. As a part of the planning process, the College collected, disseminated, and analyzed core theme indicator data. In the self-evaluation report, the College reported multiple activities, services, and programs it launched over the past few years in response to needs identified by data the College collected and analyzed. It was not clear if the 2018-19 core theme planning cycle resulted in the selection of any new programs or services.

Core Theme Planning, Effectiveness, and Improvement

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

services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

Oregon Coast Community College has identified two core themes. An analysis of each theme is provided below:

4.A.1 – 4.A.6

Assessment of Core Theme One: Student Success is accomplished through the gathering of data from many sources, including, but not limited to, the following data modalities:

- Achieving the Dream data
- Integrated Postsecondary Education Data System (IPEDS)
- Voluntary Framework of Accountability
- Oregon Coast Community College Custom Cohort (OC5)
- Survey of Entering Student Engagement (SENSE)
- Community College Survey of Student Engagement (CCSSE)

Data are gathered and reviewed by the following groups or individuals:

- Core Theme Planning Teams
- Executive Team
- Instructional Leadership Team
- Assessment Task Force
- Assessment Specialist
- Faculty and staff

The College has a Core Theme Scorecard that tracks the results for the past four academic years. The Scorecard also indicates whether or not the threshold was accomplished. According to information provided to evaluation committee members during interviews and in the Score Card, the threshold or benchmark for each indicator was established by first tracking two years of historical data to establish a baseline, after which a benchmark was set to serve as the threshold of achievement.

Core Theme One: Student Success has seven sub-objectives each of which has at least one indicator. The sub-objectives are as follows:

- Sub-objective 1: Students feel welcomed, included, engaged, and supported (3 indicators).
- Sub-objective 2: Students receive proactive intervention (1 indicator).
- Sub-objective 3: Students transition successfully into OCCC (3 indicators).
- Sub-objective 4: Students complete standard prerequisites of reading, writing, and math for GE classes (1 indicator).

- Sub-objective 5: Transfer students complete College level writing and math requirement for their degree (2 indicators).
- Sub-objective 6: Students progress/persist toward their educational goals (3 indicators).
- Sub-objective 7: Students experience academic success (2 indicators).

In addition to the Core Theme Score Card, which indicated that 11 of 13 (85%) of the indicators had been achieved during AY 2018-19, the College's self-evaluation report included both the results of the assessment of the different indicators and an analysis of why the threshold was or was not met. During the student forum that took place during the peer-evaluation committee's visit to OCCC, there were several enthusiastic testimonials offered that corroborated the commitment of OCCC faculty and staff to help students feel welcomed, engaged, valued, and encouraged, especially when they were struggling. During the staff forum, the opinion was offered that the granting of independent accreditation to OCCC would better serve students because it would make entry into and exit from OCCC significantly easier. The College also created and added to the general fund budget a new position (Associate Dean Academic Affairs/Registrar) whose responsibilities explicitly include Assessment Coordination.

Core Theme Two: Educational Pathways includes assessment of student learning activities and data within its sub-objectives and indicators. It also includes service and program review activities and data. OCCC developed and implemented an assessment plan in 2018-19. Faculty began aligning course learning outcomes with program and discipline learning outcomes. The Assessment Task Force developed common rubrics for evaluating student work. The Aquarium Science program, math and science faculty, and the Library piloted the Service and Program Area Review (SPAR) process. The College also conducted an initial assessment of the first Comprehensive Institutional Learning Outcome (CILO), Written and Oral Communication. Faculty are actively engaged in the assessment work and well represented on committees doing curricular and assessment work. Faculty in career and technical education programs such as nursing and aquarium science are the most experienced at performing assessment work because of their need to satisfy program accreditation requirements. In contrast, faculty teaching general education courses for a transfer degree are still wrestling with how to assess general education outcomes. Similarly, faculty are working to determine how to best approach the assessment of CILO outcomes and use the resultant data. Based on the pilot implementation, College employees are working to refine the assessment plans and processes. For instance, the Assessment Task Force has made changes to the evaluation rubric. Faculty members have also begun discussions about changes to their teaching and potential changes they will make within their programs and disciplines. Some examples are holding norming sessions with full and part-time faculty, deciding how they want to approach communication standards across disciplines, and how to approach formative vs. summative assessment. It was not clear to evaluators if the assessment results were used for resource allocation or planning in a broader way.

Compliment: As a result of the many meetings attended by the evaluators, ample evidence was found to demonstrate the sincere desire of the faculty and staff to do all they reasonably can

do in order to support the students at OCCC. The faculty and staff at OCCC are to be complimented for their vested interest in the overall success of their students.

Compliment: The evaluators compliment the College in the progress it has made thus far in developing an assessment of student learning framework and initial implementation.

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

Data collection takes place at the College using multiple sources. There is evidence of a desire and comprehensive plan to gather data relative to measurable sub-objectives of the Core Themes. Given the reliance on other sponsor institution for data, OCCC has demonstrated an understanding the need to develop their own ability, over time, to collect and utilize data in a systematic manner through the initiation and engagement in the Oregon Coast Community College custom cohort.

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

The College's Nursing, Nursing Assistant, Emergency Medical Technician, Medical Assisting Adult Basic Education, and Mathematics Programs have demonstrated to the accreditation team that they are engaged in robust program evaluation. The Aquarium Science program engages in a National Visiting Committee annual review.

The General Education programs have oversight provided through their sponsor College, PCC; affording OCCC limited control over program content. PCC manages academic rigor by conducting comprehensive program review on those programs. OCCC faculty currently rely upon this system of evaluation. The College is preparing for an independent status through an Educational Services Migration Plan and Assessment Plan. This detailed plan establishes a timeline to assume curricular oversight and assessment of these remaining disciplines.

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

While the College has developed an assessment plan and framework for assessing student learning and conducted some pilot implementation, the College still needs to fully develop its approach to the assessment of program outcomes, especially for the transfer program, as well

as the outcomes it calls College Institutional Learning Outcomes (CILOs). The College also needs to ensure that implementation of its assessment plan is effective, conducted regularly, and is comprehensive.

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

New measures were implemented following the initial candidacy peer evaluation that should allow administrators to *infer* the improvement in learning and services to students. OCCC is encouraged to implement direct measures of improvement through collection of data over time to support addition of new programming or discontinuance of low performing programs.

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

OCCC is using a combination of two core themes and “Five Big Ideas Strategic Framework” in order to drive planning toward the allocation of resources. Although the holistic combination of these two approaches is widely understood in the College, as with former evaluations, this committee struggled to reconcile the holistic combination of these two approaches toward planning and resource allocation. Future evaluations will inform the effectiveness of the use of these planning strategies.

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 College has identified systems to collect data, and measure and assess the effectiveness of the processes that will lead to improvement and mission fulfillment. Several cycles of data collection will demonstrate that the correct data is being collected and those data are used for meaningful improvement.

Improvement

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

The College has taken positive steps in developing and piloting a Service and Program Area Review (SPAR) process. The College now needs to implement the process at scale and utilize the results to inform planning, decision-making, and resource allocation.

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

In implementing its assessment processes, College faculty and staff began preliminary conversations about how to apply the results of assessment of student learning. As the College fully develops and implements its assessment of student learning processes, it needs to use the results to inform efforts to improve instructional and support services. Given changes to core themes and measures of student success, the College will need to develop formal mechanisms to collect and report results of assessment to constituent groups.

4.B.1 – 4.B.2

Core Theme One: Student Success

OCCC's self-evaluation report included thoughtful and concrete examples of strategies that have been developed or will be developed to effect improvements in areas that need shoring up. OCCC is to be complimented for taking their data beyond just the gathering phase. For example, to enhance student engagement, the College has developed an Equity and Inclusion Committee to help develop a safe, diverse, and inclusive environment.

One of the indicators included in sub-objective 1 was the tracking of attendance of students for the first three weeks of a term. Although efforts were made to achieve higher attendance, the College was forthcoming in acknowledging that this metric appeared not to be an accurate predictor of completion of a course. During an interview in which this observation was noted, the evaluators were told that not only this indicator, but also all of the indicators would be reviewed to determine whether adjustments need to be made.

Another example of efforts that have been made to enhance student success has been the implementation of co-requisite support instruction for the gateway math and writing classes. This is a best practice that has gained a lot of traction nationwide.

Compliment: OCCC is to be complimented for implementing co-requisite support instruction to enhance student success in gateway math and writing classes.

Core Theme Two: Educational Pathways

The College compiled core theme indicator data into a scorecard over the summer. At the start of the academic year employees participated in a data walk that gave them an opportunity to review the data. Committees with responsibility for each of the core themes reviewed indicator data and SPAR reports.

Faculty discussed the results of pilot assessment efforts and began wrestling with questions such as how to ensure quality in dual enrollment course sections and what type of written

communication proficiency they should expect of students. Individual faculty shared with evaluators how they made improvements in their teaching and the nursing program described how content was changed to emphasize specific concepts.

Scorecard data was shared with internal and external constituents including employees, the Board of Education, and local school district throughout the year.

Mission Fulfillment, Adaptation, & Sustainability

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

Mission Fulfillment

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

The College demonstrated its commitment to institutional assessment. In 2014, it prepared a self-reflective, evidence-based assessment of its capacity using the NWCCU standards. The gap analysis informed the path forward in prioritizing the capacity it needed to achieve independent status. This included an investment in technology, institutional research, data support and human resources. The same evaluation was followed in 2015 and in 2018, building on the milestones achieved consistent with the reflective need to improve. OCCC aggressively implemented changes recommended as part of the Initial Candidacy Peer-Evaluation Report conducted in April of 2018.

The College adopted other appropriate assessment tools such as the ATD Institutional Capacity Assessment tool and the Voluntary Framework for Accountability, and initiated the Custom Community College Cohort to inform institutional effectiveness efforts. These relationships are evidence that OCCC is focused on ensuring continuous improvement on their goal to achieve their mission.

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

The College utilizes data from a variety of sources to measure progress towards mission fulfillment. OCCC became an Achieving the Dream (ATD) College and completed a self-assessment using the ATD Institutional Capacity Assessment Tool. Capacity to increase access to meaningful institutional research was achieved by contracting with a larger community college to provide customized analysis and reporting for OCCC. The College utilizes the Community College surveys of student engagement (SENSE and CCSSE) 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, and its 11-year planning grid, to make determinations of quality, effectiveness, and mission fulfillment.

Adaptation and Sustainability

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

OCCC has demonstrated to the evaluation team its commitment to being an independent, viable, effective, and mission driven institution. The College has a committed and supportive Board, excellent leadership team, faculty and staff who support the mission and core themes. The institution demonstrated its operations are sufficient to fulfill its mission and achieve its core themes now and in the future as it continues to strengthen its capacity. While not immune from resource constraints, size and location, evidence suggest that OCCC would be positioned to assume fully independent status.

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

The College documents and evaluates regularly its integrated planning and operations to ensure its effectiveness in achieving its mission. While it is at its infancy stages in creating structures under an independent status, it has practice an introspective view of assessment results towards improvement. It is intentional in its use of capacity that will sustain its efforts in undertaking appropriate strategies. The commitment of the College to a continuous improvement cycle will become evident over time as they utilize the strategies currently documented.

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.

Through observation and the review of presented evidence, it was obvious OCCC has placed a great deal of emphasis on internal and external environments in their processes to fulfill their stated mission. Systems are in place to direct programs and services in alignment with mission and core themes. Their influence for the region was observed in the enthusiastic interactions between staff, faculty, and students as they collaboratively worked to achieve the stated outcomes.

Summary

OCCC has demonstrated a clear and determined vision for its future as a comprehensive community college to provide service to the Lincoln County region on Oregon's central coast. There is a strong articulation of the mission of the College and support for two core themes of "Student Success" and "Educational Pathways." There is unity from the Board of Directors through the president, executive leadership, faculty, staff and students for this clearly defined mission and shift in status. OCCC has also demonstrated the willingness to incorporate recommendations from their Initial Candidacy Peer-Evaluation Report of April 9-11, 2018, into the structure of college planning, policies, structure, and delivery of educational programming.

A real sense of mission unity was felt by the evaluation committee. We wish to compliment the College in fostering a "can do" attitude and for creating and maintaining a positive environment where employees and students can grow and flourish.

Commendations and Recommendations

The evaluators identified the following commendations and recommendations for further consideration by the Northwest Commission.

Commendations: The Commission commends the College for:

1. developing strong community and high school partnerships that leverage resources and increase opportunities for the campus and local community in support of its core theme of Educational Pathways.
2. the staff, faculty, and administration's creation of a cohesive, collaborative, welcoming climate, with strong support for student success in the form of financial mapping, development of an emergency loan and support fund, mandatory attendance and advising, "Forgot Your Lunch" program, multiple measures-placement, math pathways, and student payment flexibility.
3. the establishment of extensive emergency preparedness and continuity of operation plans, including the local first responders and the public-school district which also anticipates the needs of 5,000 people for three days as a campus-refuge point.
4. the Student Services Department's implementation of a culture of transition and success for students through the Navigator, advising, and financial aid programs.
5. establishing an operating budget reserve of 12.5% which allows the flexibility to address the needs for emergency funding and strategic initiatives.

Recommendations: The Commission recommends that the College:

1. address the compliance requirements in U.S. Department of Education Title IV. **(Standard 2.D.2)**
2. fully implement the system of evaluation of its programs and services to evaluate achievement of clearly identified program goals or intended outcomes and use the results of its assessments of services for improvement by planning, decision-making and allocation of resources and capacity. **(Standard 4.B.1)**
3. refine and fully implement the system for assessing student learning outcomes for courses, programs, and degrees, utilizing the results to inform academic learning, support planning, and practices leading to the enhancement of student learning achievement. **(Standard 4.A.3, 4.B.2)**
4. develop a purposeful, systematic, integrated, and comprehensive plan articulating priorities and guiding decisions on resource allocation and application of institutional capacity. **(Standard 3.A.1, 3.A.4)**
5. assess the performance evaluation process, implementation, and feedback mechanisms, professional growth and development, and support resources for employees necessary for improvement of its operational functions. **(Standard 2.B.2, 2.B.3, 2.B.6)**
6. develop, implement, and review a comprehensive technology infrastructure plan. **(Standard 2.G.8)**