OREGON COAST COMMUNITY COLLEGE

Response to
NWCCU Request for
Eligibility Requirements
And Supplementary Information

Submitted July 14, 2014

OREGON COAST COMMUNITY COLLEGE

400 S.E. College Way
NEWPORT, OREGON 97366
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July 14, 2014

Dr. Sandra E. Elman, President
Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052

Dear Dr. Elman,

On behalf of the Board of Education, the faculty, staff, and students of Oregon Coast Community College (OCCC), it is my pleasure to welcome you to this "paper visit" to the College. For 27 years OCCC has proudly served our rural service area of Lincoln County, Oregon and its diverse population of 45,000 people who rely upon us for quality post-secondary education opportunities as well as civic and economic development of the region.

Enclosed are the materials we were invited to provide in support of the Substantive Change application of Portland Community College (PCC) seeking Commission approval of the extension of the accreditation of PCC to include the educational programs, services, and operations provided by OCCC.

These materials are:

- A letter from the Chair of the OCCC Board of Education, Chris Chandler, describing the Board's long-standing commitment to the pursuit of independent accreditation, and how foundational elements of eligibility have converged enabling the College to now move forward with that process;

- Synopsis of OCCC's Current Alignment with the 24 NWCCU Eligibility Requirements;

- Information sheet providing additional background about OCCC.

As the Commission approaches our materials, I know you will keep in mind this report of our current alignment with the NWCCU 24 Eligibility Requirements is not intended to be our formal Application for Consideration. We look forward to making that application later in the 2014-15 academic year. Rather, this synopsis[1] is our effort to demonstrate significant current alignment with the majority of the requirements, and to assure the Commission that we are working diligently to use the time during the contract with PCC to address any gaps so OCCC is well poised for a successful formal application with the intention of earning independent NWCCU accreditation.
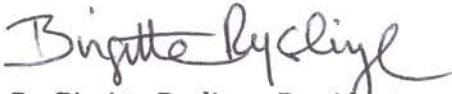
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[1] In keeping with the request for a synopsis and consultation of NWCCU staff, we have not included appendices. Throughout the Eligibility Requirements document are hyperlinks that provide immediate access to background and reference information.

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AN EQUAL OPPORTUNITY EMPLOYER

The timing of this submission captures some important work-in-progress for OCCC, which will be in a different status when we file our formal Application for Consideration. We are in the process of revising our mission and developing core themes to serve as the center of a holistic approach to planning and institutional effectiveness aligning with the NWCCU standards (established 2010). OCCC is moving away from an environment of sometimes uneven and occasionally anecdotal assessment of student learning outcomes, and towards a well documented, consistent, and college-wide system for assessment of student learning. The Board is also in process of a full review and updating of Board policies.

As you may recall, my tenure with OCCC began quite recently on July 1. Prior to accepting the Presidency, I learned all I could about this college and as a result was very confident about OCCC's strength and capacity to reach independent accreditation, an aspiration the Board made very clear during the presidential selection process. Since my meeting with you in Redmond on July 1, I have been deeply engaged with college staff in the accelerated development of the materials included here. We have together delved into and assessed the college's standing on each of the 24 Eligibility Requirements. As a result, I learned a great deal more about the college, but also about the incredible caliber and fortitude of my team and their dedication to these students, this college and our community. I have been inordinately impressed on both counts, and my confidence and resolve have only deepened. I look forward with great anticipation to working closely with the Commission, now and in the years to come, in our joint interest of providing quality higher education opportunities for current and future students in Lincoln County through Oregon Coast Community College.

Sincerely,

Dr. Birgitte Ryslinge, President

Oregon Coast Community College.

July 14, 2014

Dr. Sandra E. Elman, President
Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052

Dear Dr. Elman,

On behalf of the Board of Education of Oregon Coast Community College (OCCC), thank you for the opportunity to share our commitment to guiding our College towards independent accreditation. This letter supports the Substantive Change application of Portland Community College (PCC) seeking Commission approval of the extension of the accreditation of PCC to include the educational programs, services, and operations of OCCC.

NWCCU's approval would mark a significant milestone as we continue to work towards independent accreditation, which is of monumental importance to our students, and to the community we serve. Since the College's inception in 1987, independent accreditation has been the vision of the Board of Education. Now, for the first time in the College's 27-year history, the necessary elements to begin that process are finally in place. The Board understands and accepts the high standards to which OCCC will be held throughout. The OCCC Board of Education and College administration intend to use the time of this contracting and mentoring relationship with PCC to make substantial and significant progress towards independent accreditation, including submission to NWCCU of our Application for Eligibility for Consideration of Candidacy for Accreditation.

In order to support your understanding of our College and the context of our 27-year journey towards independent accreditation, this letter provides a summary of OCCC's history and particularly the developments of recent years which position us only now to pursue independent accreditation. While the intent to seek NWCCU accreditation was present from founding, until now for reasons explained below, OCCC was not able to pursue independent accreditation. To provide the benefits of accreditation to our constituents, we entered into Inter-Governmental Agreements (IGAs) with other Oregon accredited community colleges (IGA's are established and encouraged under Oregon Statutes ORS 190.003 to 190.130). In approving those prior agreements, NWCCU approved the extension of the accreditation of those institutions to include the educational programs, services, and operations offered by OCCC. During and through the accreditation oversight provided by those institutions, OCCC has continued to mature in the operational functions supporting independent accreditation. For example, we increased capacity to better serve students by acquiring our own student information system (Roguenet, also used by four other community colleges in Oregon) allowing for on-line registration and electronic student records. The College also moved to computer-based assessment and placement, developed a Tutoring Center, and is establishing an appropriately-sized Career and Transfer Center.

Our service area, Lincoln County, encompasses an area of nearly 1,000 square miles of land (and 200 square miles of lakes, rivers and bays) and boasts 73 miles of beautiful coastline on the Pacific

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AN EQUAL OPPORTUNITY EMPLOYER.

Ocean. This is a terrain of great beauty, as well as incredible ecological, biological and geographic diversity, and it is rapidly becoming a nexus for STEM-based activity for the region. Lincoln County is also presented with many of the same challenges facing other rural communities, including sparse population, pockets of poverty, and time and distance barriers to services outside the county. In a community such as this, the importance of a community college cannot be overstated. In 1987, Lincoln County voters established the Lincoln County Community College Service District, eventually renamed the Oregon Coast Community College Service District (population in 2014 approaching 45,000).

To best serve our constituents, and to be prudent stewards of financial resources, the College initially rented space in multiple communities throughout its district. Few of the spaces available for lease were of high quality. The use of rented facilities continued until 2008, when the College finally built its own state-of-the-art facilities (with a main campus in Newport, in central Lincoln County, and two very well-developed centers in north and south Lincoln County). Since OCCC's founding, its Board understood that adequate physical and technological infrastructure were basic requirements for independent accreditation and only in 2008 was this element finally in place. The funding of the new facilities is testimony of the support of our community and reflects the value and expectations our residents have of our College. In Oregon, college buildings are largely funded by local property tax levies. In 2004, voters took the significant step of voting to fund $23,500,000 for permanent campus spaces. Many residents of Lincoln County are seniors on fixed incomes, or live near poverty levels, yet the majority of voters showed their support of Oregon Coast Community College despite their limited financial resources.

With the completion of our physical infrastructure the Board began thoughtful consideration of pursuit of independent accreditation. Then several high-impact developments caused the Board to pause in that consideration as our attention necessarily turned to these matters. By 2009, Oregon (and the rest of the US) entered "The Great Recession" from which we have seen moderate recovery only in the last year. During this time, state appropriations for higher education, including community colleges, was drastically decreased. OCCC weathered that storm and emerged stronger and more resilient with an even greater fiscal foundation than before, including a 15% reserve. We have affirmed that we possess the financial capacity and effective stewardship to fulfill our mission of providing first-class post-secondary education to the residents of Lincoln County.

Another requirement of independent accreditation is a strong and capable college president. Such leadership had been in place since founding. In 2011, the Board received 30 days' notice of the resignation of our long-time (1990 to 2011) OCCC President. The Board appointed an interim president for one year (2012-2013) to enable a national search for a permanent president who was expected to start in summer 2013. Central qualifications for the new president were skills and leadership qualities to lead OCCC to independent accreditation. Due to interruptions in the search process (including retaining a new search consultant when the initial consultant took other employment) it was necessary for the Board to extend the interim president appointment through summer 2014.

Also, during the presidential search process, the College's IGA accreditation oversight partner, Clatsop Community College, notified OCCC that Clatsop no longer was able to serve in that capacity. While unanticipated, the College saw this development as an opportunity to seek a new partner with greater capacity and experience to mentor OCCC in our long-anticipated initiation of the formal steps to begin independent accreditation. We are so very pleased that Portland Community College desires to become our new partner and mentor.

In April 2014, the Board appointed Dr. Birgitte Ryslinge as the College's next president. She began her tenure on July 1, 2014. Dr. Ryslinge spent her very first day not at the College but instead in

Seattle, meeting with you and NWCCU staff to share the College's commitment to pursue independent accreditation as well as her great personal enthusiasm, commitment, and qualifications to that end.

Through all of these developments, the Board and College remained unwavering in its commitment to independent accreditation. In fact, with the culmination of the presidential search process in sight, along with the expressed intent of PCC to enter the IGA, the Board recognized the College finally had the necessary elements in place to begin the independent accreditation process. The Board marked this milestone in October 2013 by approving Resolution 14-10.06: Resolution for Seeking Independent Accreditation through the Northwest Commission on Colleges and Universities.

I would be remiss if I did not also share with you just two of the program developments of the College over the past years, developments that are having a profound impact not just on the lives of our individual students, but also on the economic and civic vitality of Lincoln County. Not only have we continued to be the only locally-accessible provider of the first two years of a bachelor's degree, we have also made great strides in providing exemplary career technical education programs of unique importance to our community. In the fall of 2006, OCCC began to offer an Associate Degree in Nursing program. Since then, almost 100 OCCC students have earned their Nursing degrees and are helping to meet the health care needs of Lincoln County and beyond. The first-time pass rate of our students on the national certification exam was 88% last year. We are also very proud our program received a glowing evaluation by the legendarily tough State Board of Nursing this year, which gave the program the maximum approval duration of eight years, based on their finding of "no deficiencies."

Another career technical education program in which the College takes great pride is our Aquarium Science program, the first of its kind in the United States. Aquarium Science was developed through a rigorous process after a federally-funded grant revealed a significant need for highly-trained aquarists across the country. Graduates of the OCCC Associate of Aquarium Science program now work for aquariums, zoos, aquaculture facilities, or in their own businesses started since graduating from the program. All students in our program are required to hold internships prior to graduation; some are local but many are placed far afield due to their qualifications, including Disney World in Florida and even at an aquarium in Spain. After the Aquarium Science program was created in 2003, we received applications from prospective students who already held bachelor's degrees. In response, we developed a one-year Aquarium Science certificate program for those already holding four-year degrees.

Thank you for the opportunity to present our history and a few of our many points of pride. Included with these materials is an information sheet that gives more background on some of the programs and developments I have noted above. The Board of Education is very proud of and excited with the progress the College has made to date and looks forward with enthusiasm to the next important step in its development – application and then candidacy for independent NWCCU accreditation. The College looks forward to the counsel and guidance of the Northwest Commission on Colleges and Universities as it prepares for and engages in that journey.

Chris Chandler, Chair

Oregon Coast Community College Board of Education

NWCCU Eligibility Requirements #1 to 24: Synopsis of Current Alignment

SUBMITTED JULY 14, 2014

OREGON COAST COMMUNITY COLLEGE

Synopsis of Current Alignment
With NWCCU Eligibility Requirements

1. OPERATIONAL STATUS

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

Oregon Coast Community College (OCCC) opened its doors to credit students in the summer of 1987, and the College has been operational since that time. In June 1989, two Oregon Coast students graduated with Associate Degrees. As of June 2014, OCCC students have completed 684 degrees and 347 certificates.

Most recently, in June 2014, OCCC students graduated with 54 associate degrees and 87 certificates. The associate degrees were in a number of areas, including 24 AAOT (Associate of Arts Oregon Transfer) degrees, four AGS (Associate of General Studies) degrees, 18 AAS (Associate of Applied Science) in Nursing degrees, five AAS in Aquarium Science degrees, and three AAS in Criminal Justice degrees.

In addition to the credit lower-division transfer and Career and Technical education programs, the College offers coursework in adult basic skills, English as a second language education, general developmental education, small business and workforce development, and community education.

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2. AUTHORITY

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

Oregon Coast Community College is authorized to provide post-secondary education by Oregon Revised Statute Chapter 341. OCCC operates in compliance with: the policies of the Oregon Higher Education Coordinating Commission (HECC); the Oregon Department of Community Colleges and Workforce Development (CCWD); all applicable Federal standards; and the policies of OCCC's elected Board of Education.

Since its founding, in order to provide the benefits of accreditation to constituents, the College entered into Inter-Governmental Agreements (IGAs) with other Oregon accredited community colleges (IGA's are established and encouraged under Oregon Statutes ORS 190.003 to 190.130). In approving those prior agreements, NWCCU approved the extension of the accreditation of those institutions to include the educational programs, services, and operations offered by OCCC. During this time, OCCC has reported status in regards to NWCCU standards through the reports of the IGA college, most recently the Year Three report of Clatsop Community College (March, 2014).

Throughout its history, OCCC has continued to develop courses, certificates and degrees. Each was approved through the state process of program approval through the Department of Community Colleges and Workforce Development and the State Board of Education under ORS 341.425. The actions taken by the Oregon State Legislature, the CCWD, and the voters of Lincoln County to authorize OCCC to provide higher education opportunities in its service area are summarized in this chronology:

- May 1987: Lincoln County voters establish the Lincoln County Community College Service District. Voters also approve a three-year serial levy to fund the new college.
- May 1987: The Board of Education for the Lincoln County Community College Service District is formed.
- April 1997: Oregon House Bill 2610 allows OCCC to incur bonded indebtedness, opening the door to future opportunity to pursue support permanent college facilities.
- May 2004: Voters approve bond measure for $23,500,000 for College facilities.
- Aug. 2005: College receives $3 million in capital construction funds from the Oregon State Legislature.
- April 2007: Construction of campus and sites begins.
- Aug. 2007: College receives $4.7 million in capital construction funds from the Oregon State Legislature.
- Sep. 2008: Fall Term classes begin at the new facility in Lincoln City.
- Aug. 2009: College receives $2 million in capital construction funds for the Aquarium Science Building from the Oregon State Legislature.
- Sep. 2009: Fall Term classes begin at the new facilities in Newport and Waldport.
- Aug. 2011: Fall-term classes being in the new Aquarium Science building.
- Oct. 2013: Board approves a formal resolution to initiate preparation to pursue independent accreditation.
- July 2014: Dr. Birgitte Ryslinge begins as OCCC's fifth president.

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3. MISSION AND CORE THEMES

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

The purpose of Oregon Coast Community College is to serve the interests of the Lincoln County community and its students. OCCC's principal programs lead to recognized degrees and certificates as more fully described under Eligibility Requirement No. 11.

At the time of this report, OCCC is well underway in the full revision of the College's Vision and Mission statements in order to more richly articulate the essential purpose of the college. In doing so it will identify current community needs, consider the current capacity of the College given significant growth and development, and develop Core Themes that serve as the center of a holistic approach to planning and institutional effectiveness aligning with the new NWCCU standards (established 2010). Completion of the revision process will occur via Board adoption of a new Vision, Mission, Core Themes and Indices of Mission Fulfillment no later than December of 2014. Below are the draft recommendations, which are expected to be modified subsequent to this summer's Board Retreat. At that time, President Ryslinge and the Board will outline the connections between the College's Mission and Core Themes, strategic planning and measures of institutional effectiveness in order to provide a strong focus and foundation as the College moves to a more holistic and systematic approach to planning.

OCCC Task Force
on Vision, Mission, Core Themes, Values
Draft Recommendations as of June 30, 2014

Vision
We empower individuals and enrich our community through education and services of the highest quality.

Mission
At Oregon Coast Community College we create pathways to success in response to the diverse needs of our community. We support individuals in achieving their goals through accessible programs and engaging learning experiences.

Core Themes
Foundational Skills
Transfer Pathways
Workforce Development
Lifelong Learning

Indices of Mission Fulfillment TBD

The current college Mission was defined and adopted by OCCC's governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education. The current and pending Mission and Vision are derived from Oregon Statute 351.006 (Fundamental Goals of Higher Education in Oregon), the expectations and needs of its service area of Lincoln County, the guidance of OCCC Board of Education and the input of college staff, faculty and students.

Current Vision: To be Lincoln County's most effective educational resource for individual, community and economic development.

Current Short-form Mission: To provide individualized service for: Individuals, Community and Business and Industry. Full mission statement here.

Adopted 01/11/1988, revised 02/21/2006

OCCC devotes all of its resources (human, facilities, infrastructure, fiscal) to support its educational mission and vision. The chart on the next page is excerpted from the 2014-15 college budget (http://oregoncoastcc.org/sites/oregoncoastcc.org/files/2014-2015-adopted-budget.pdf) and demonstrates the allocation of general fund resources to the college functions that provide the financial support for fulfillment of OCCC's Mission.

General Fund Expenditures by Function
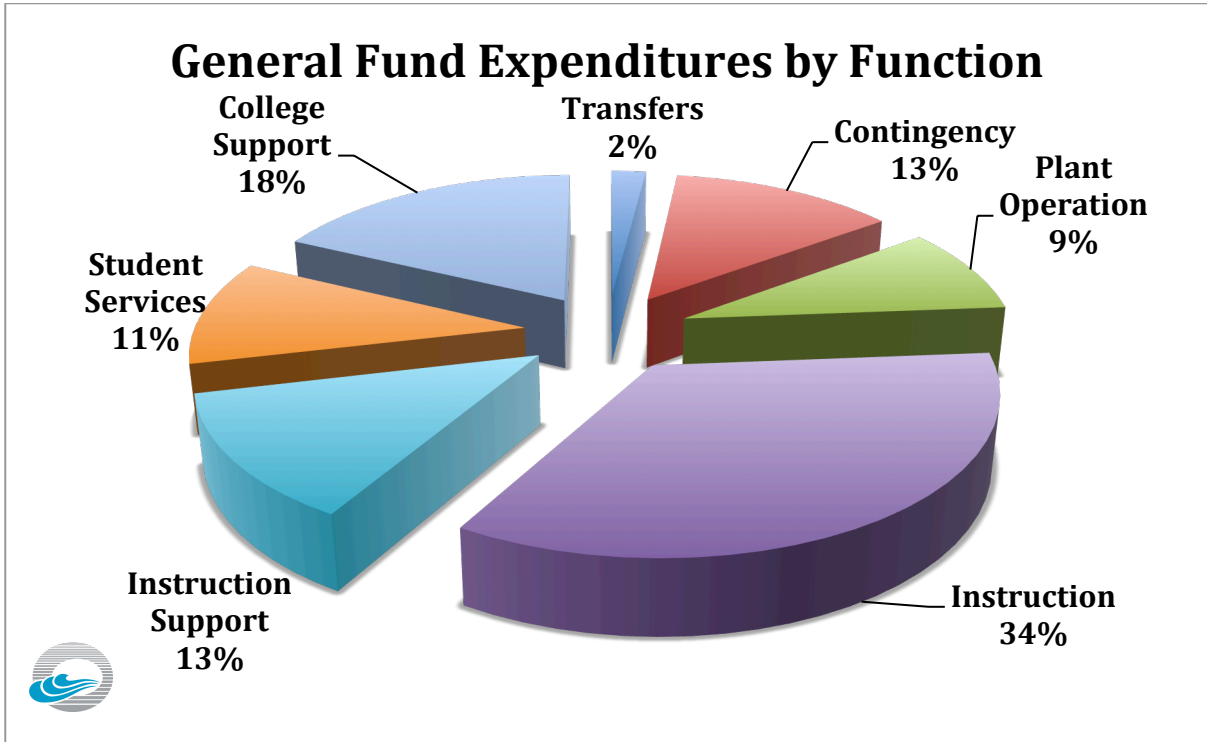
4. OPERATIONAL FOCUS AND INDEPENDENCE

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

As detailed in the chart below, OCCC's programs and services are predominantly focused on higher education pursuits.

FTE by Program Area (2013-14)	% of FTE	FTE
Lower Division Collegiate	44%	241
Career and Technical Education	30%	161
Developmental Education	25%	135
Adult Continuing Education	1%	6
Community Education (non-reimbursable)	0%	2
Grand Total FTE	100%	546

Oregon Coast Community College has sufficient organizational and operational independence to be held accountable for meeting the Commission's standards and eligibility requirements. The College is governed by and accountable to an independent elected Board of Education, which sets the direction for the College and hires the president. A well-qualified president and strong administrative team ensure effective management and accountability of the College. The College Administration organizational chart included in Eligibility Requirement No. 9 notes the highest degree earned and educational experience of each member of the College's administrative team. OCCC hires and evaluates all of its own staff, including faculty.

Also providing organizational and operational independence is the College's Council of Curriculum and Instruction (CCI), which is the faculty-led governance structure whereby the faculty maintain responsibility for the College's curriculum. OCCC independently develops and approves its own curriculum. For the purpose of accreditation oversight, curricular decisions are then submitted to PCC. In those instances where curriculum is shared with PCC, OCCC adopts the PCC curriculum.

Within Student Affairs, PCC will provide more direct operational support for those areas where OCCC's lack of independent accreditation precludes it from providing those services on its own. These will include financial aid and transcripting. During the contracting period with PCC, OCCC will develop the capacity to directly provide these student services.

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5. NON-DISCRIMINATION

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

Oregon Coast Community College offers its services in full compliance with all applicable federal and state rules and regulations pertaining to the rights of both employees and students. OCCC operates in a respectful, non-discriminatory, and welcoming manner. The college's position regarding non-discrimination is publicized in multiple places, including its website, OCCC catalog, student and program handbooks, and course syllabi. Some examples are cited below:

Oregon Coast Community College does not discriminate on the basis of race, color, sex, sexual orientation, marital status, religion, national origin, age, disability, veteran status or family relationship. http://www.oregoncoastcc.org/equal-opportunity

Oregon Coast Community College does not discriminate in providing access to its programs or activities. OCCC is committed to providing qualified students with disabilities equal access to the benefits, rights, and privileges of college services and activities in the most integrated setting appropriate to the students' needs in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), and ORS 659.150 to 659.160 and OAR 581-21-045 to 581-21-049. http://www.oregoncoastcc.org/student-rights-academic-policies

In compliance with the Americans with Disabilities Act (ADA), Oregon Coast Community College provides reasonable accommodation to students with disabilities. http://www.oregoncoastcc.org/services-students-disabilities

Any OCCC student who believes that a College staff member has discriminated against him or her may use the grievance procedure in the Students Rights and Responsibilities document for an appeal. Similarly, any OCCC staff member who believes the College has discriminated against him or her may lodge a complaint with the director of human resources. Staff and student complaints about discrimination have been exceedingly rare and all were resolved promptly and appropriately.

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6. INSTITUTIONAL INTEGRITY

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

OCCC establishes ethical standards in operations and relationships to best serve the educational needs of its constituents. Board policies establish these standards that govern conduct at OCCC.

Evidence of established ethical standards include:
- Board meeting public participation
  (http://oregoncoastcc.org/board-meeting-public-participation)
- Fiscal and budget audit (http://oregoncoastcc.org/audit)
- Equal employment opportunity
  (http://oregoncoastcc.org/equal-employment-opportunity)
- Student rights and responsibilities/code of conduct
  (http://oregoncoastcc.org/student-rights-and-responsibilities)

OCCC adheres to ethical standards in all of its operations and relationships to best serve the educational needs of its constituents. Adherence is guided by the pledge to put into practice nondiscrimination and respect, stated in the *Oregon Coast Community College Catalog:*

> *It is the policy of Oregon Coast Community college to comply with all federal and state rules and regulations pertaining to the civil rights of both employees and students. Oregon Coast Community College does not discriminate on the basis of race; color; sex; sexual orientation; marital status; religion; national origin; age; disability; veteran status or family relationship.*

Adherence is further influenced by policies, which include:
- Board member concern/complaint procedure
  (http://oregoncoastcc.org/board-member-concern-andor-complaint-procedure)
- Employee grievance procedure (http://oregoncoastcc.org/grievance-procedure)
- Student rights and responsibilities/college appeals process
  (http://oregoncoastcc.org/student-rights-and-responsibilities)

As referenced in the introductory letter to this document, in 2012 the Board began a comprehensive review and update of College policies. The Board anticipates completion of this process by June of 2015.

7. GOVERNING BOARD

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

The Oregon Coast Community College (OCCC) Board of Education consists of 7 publically elected members who represent distinct zones within the community college service district of Lincoln County, Oregon. The Board is responsible for the quality and integrity of the programs and services of OCCC and to ensure that the College is operating to achieve its mission (Duties and Responsibilities of the Board, Policy 205.4).

Board members do not receive compensation or gain financially by their service to the College, but serve as volunteer electorates. Oregon Statute ORS 341.275(2) states "No person who is an employee of the community college district shall be eligible to serve as a member of the board for the district by which the employee is employed." This language is integrated verbatim into OCCC Board of Education Policy (Board of Education-Policy 205). Board of Education Policy further clarifies that "board members do not receive compensation, but are allowed the actual and necessary expenses incurred in the performance of their duties" (Board of Education-Policy 215 and ORS 341.283(6)).

As of July 1, 2014 the seven OCCC Board Members are:

Zone 1: Mr. Jim Nelson
Zone 2: Ms. Alison Nelson-Robertson
Zone 3: Mr. Jeff Ouderkirk (founding Board member)
Zone 4: Mr. Rex Krabbe (founding Board member)
Zone 5: Ms. Chris Chandler (Chair)
Zone 6: Dr. Cliff Ryder (Vice-Chair)
Zone 7: Ms. Debbie Kilduff

The Board holds public meetings the third Wednesday of every month, rotating location between the three college sites (Newport, Lincoln City and Waldport). Meetings are widely publicized to encourage public participation. Additional meetings are scheduled as needed. Per Board policy (Board of Education Policy-225), the President may not serve on the Board of Education.

8. CHIEF EXECUTIVE OFFICER

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

Upon the resignation of long-time (1990 to 2011) OCCC president, Dr. Patrick O'Connor, the Board appointed an interim president for one year (2012-2013) intending a national search for a permanent president to start in summer 2013. Finding a new president with the skills and experience to lead OCCC to independent accreditation was the Board's top priority, and those qualifications were central to the search criteria. Due to some procedural interruptions in the search process (including retaining a new consultant when

the initial consultant resigned in order to accept full-time employment elsewhere), it was necessary for the Board to extend the interim appointment through summer 2014.

In April 2014 the Board selected and appointed Dr. Birgitte Ryslinge as the College's next president. She began her tenure on July 1, 2014. The employment contract with Dr. Ryslinge clearly states that her full-time responsibility is to the college. Per Board Policy, the president may not serve as a member of the Board.
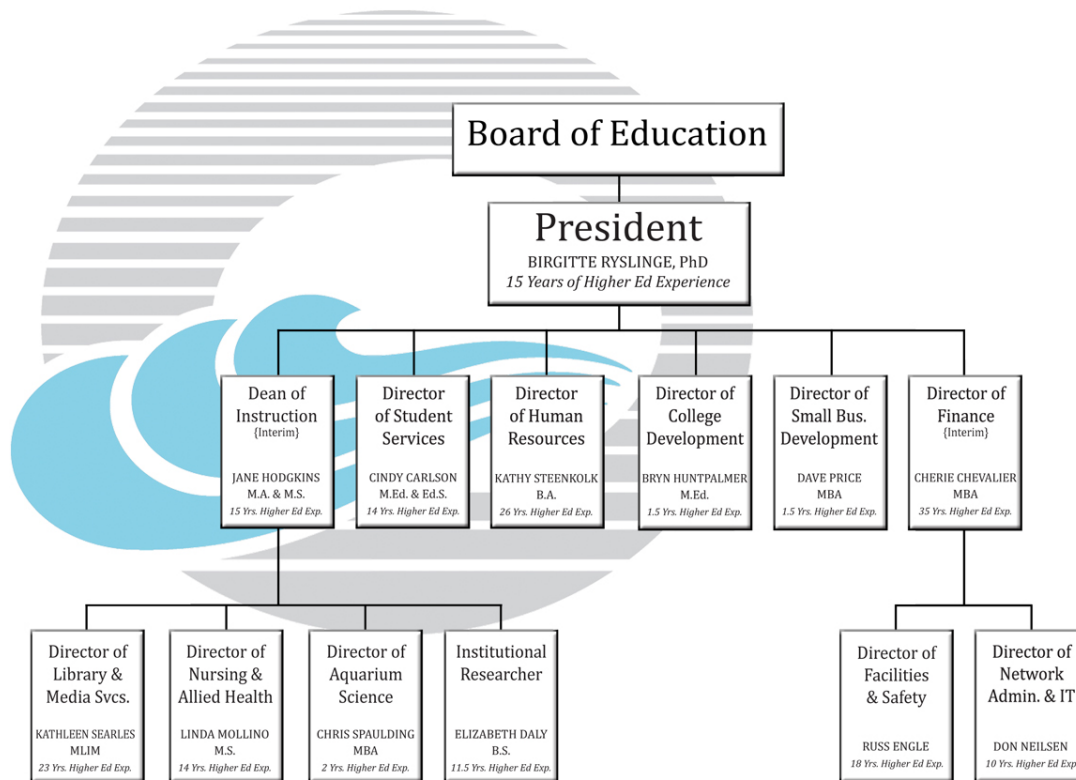
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9. ADMINISTRATION

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

Oregon Coast Community College has sufficient administrative staff to fulfill current responsibilities and achieve its mission and goals. College administration team members collectively have almost 100 years of community college and post-secondary experience. They provide effective leadership and management of OCCC's major support and operational functions.

The College President is supported by six senior administrators, and in some areas additional mid-level administrators. While appropriate to OCCC's size, this administrative structure mirrors that of larger community colleges in Oregon and enables the college to manage effectively the major institutional functions of; Instruction, Student Services, Small Business Development, Human Resources, Finance and Operations and Development. An Institutional Researcher supports the functions of Institutional Effectiveness. Dedicated directors support and lead the Career and Technical Education programs, the Library, Facilities and Network/IT.

Two positions (Dean of Instruction and Director of Finance) are currently filled on an interim basis. The new President will initiate the search process for both positions this summer. (See administrative team organizational chart, next page.)

Board of Education

President
BIRGITTE RYSLINGE, PhD
15 Years of Higher Ed Experience

Dean of Instruction {Interim}	Director of Student Services	Director of Human Resources	Director of College Development	Director of Small Bus. Development	Director of Finance {Interim}
JANE HODGKINS M.A. & M.S. *15 Yrs. Higher Ed Exp.*	CINDY CARLSON M.Ed. & Ed.S. *14 Yrs. Higher Ed Exp.*	KATHY STEENKOLK B.A. *26 Yrs. Higher Ed Exp.*	BRYN HUNTPALMER M.Ed. *1.5 Yrs. Higher Ed Exp.*	DAVE PRICE MBA *1.5 Yrs. Higher Ed Exp.*	CHERIE CHEVALIER MBA *35 Yrs. Higher Ed Exp.*

Director of Library & Media Svcs.	Director of Nursing & Allied Health	Director of Aquarium Science	Institutional Researcher		Director of Facilities & Safety	Director of Network Admin. & IT
KATHLEEN SEARLES MLIM *23 Yrs. Higher Ed Exp.*	LINDA MOLLINO M.S. *14 Yrs. Higher Ed Exp.*	CHRIS SPAULDING MBA *2 Yrs. Higher Ed Exp.*	ELIZABETH DALY B.S. *11.5 Yrs. Higher Ed Exp.*		RUSS ENGLE *18 Yrs. Higher Ed Exp.*	DON NEILSEN *10 Yrs. Higher Ed Exp.*

The college leadership team works collaboratively across functions to fulfill the mission of the college and serve students. Achieving the Dream (ATD) promotes the use of cross-functional teams to efficiently and effectively move the community college student completion agenda. The OCCC ATD core/data team is a strong cross-functional team which includes the president, the chief academic officer, the chief student services officer, the institutional researcher, the financial aid specialist, and four full-time faculty members. *(For, additional details about ATD, see Eligibility Requirement No. 23.)*

Representatives of Instruction and Student Services participated in the year-long, state-wide, developmental education work group sponsored by Oregon Community Colleges and Work Force Development. Together the full-time math instructor, the institutional researcher, the testing specialist, and the academic advisors worked to develop and promote a "jump start" program to assist students in preparing for and placing in their highest math class.

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10. FACULTY

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

Oregon Coast Community College employs sufficient, qualified faculty for the range of programs offered at the College. Currently, the College employs 10 full-time and 46 part-time faculty. Of these individuals, 5 full-time and 30 part-time teach general education

courses, three full-time and 13 part-time teach Career and Technical courses, and two full-time and three part-time teach developmental education courses. Taken in totality, OCCC has adequate faculty to meet the instructional needs of the College's academic programs. The Associate of Science Oregon Transfer in Business (ASOT) has to this point been offered in large part via online instruction through the Oregon statewide host provider model. Oregon Coast Community College will be assessing how best to support the delivery of this degree in the future.

Faculty members establish and oversee academic policies, and ensure the integrity and continuity of the College's academic programs by participating in planning through the Council for Curriculum and Instruction (CCI), which meets monthly throughout the year. CCI is chaired by a full-time faculty member and co-chaired by a part-time faculty member. All full and part-time faculty are voting members of CCI.

CCI reviews data and reports from program evaluations and institutional reporting. It is a forum for issues of academic progress, academic integrity, and curricular rigor. All new courses and programs come before this group for discussion and recommendation. CCI also forms departmental, topic-focused, and ad hoc subcommittees as the need arises.

President Ryslinge has established a goal to bring all faculty evaluations current and then maintain regular and systematic evaluation and feedback with faculty, consistent with NWCCU standards. Currently, the completion of the evaluation with faculty has been intermittent. Starting in summer term 2014, new part-time faculty will be evaluated and during the academic year, all full- and part-time faculty who have not been evaluated within the past two years will be evaluated. Student course evaluations are one component that has been regularly completed. These evaluations are conducted every term, at least once a year for each instructor and within the first term for each new instructor. Summarized results are shared with the faculty.

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11. EDUCATIONAL PROGRAM

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

In keeping with Oregon Statute 351.009 & 341.009, OCCC offers degree and certificate programs in recognizable fields of study, listed below, consistent with the College's Mission. OCCC operates on a quarter system.

Degree Programs
• Associate of Arts Oregon Transfer (AAOT) (90 credits)
• Associate of General Studies (AGS) (90 credits)
• Associate of Science Oregon Transfer – Business (ASOT) (90 credits)
• Associate of Applied Science AAS with concentrations in
    – Aquarium Science (93 credits)
    – Criminal Justice (92 credits)
    – Nursing (91 credits)

Certificates
- Certificate in Acute Care Nursing Assistant (13 credits)
- Certificate in Aquarium Science (53 credits)
- Certificate in Practical Nursing (50 credits)
- Certificate in Medical Assisting (41 credits)

Career Pathway Certificates
- Career Pathway Certificate of Completion
  Criminal Justice Corrections Technician (29 credits)
- Career Pathway Certificate of Completion
  Nursing Assistant in Acute Care, Dementia Care, and Restorative Care (37 credits)

Several OCCC training programs are accredited by external agencies. These are:

Program	Programmatic Accreditation	Date of Last Site Visit	Date of Next Site Visit
Nursing	Oregon State Board of Nursing	February 2014	Winter 2022
Nursing Assistant	Oregon State Board of Nursing	May 2014	May 2016
EMT-Basic	Oregon Department of Education/Oregon Health Division	May 2013	May 2018

Programs offered at OCCC are tied to its Mission to provide service to individuals, the community, and business. Transfer programs meet the needs of individuals who may seek a bachelor's or graduate degree. The College's six degree and six certificate programs all include sufficient and appropriate content and have clearly-stated learning outcomes. The rigor of these programs is ensured by assessments of curriculum and outcomes by various internal and external groups. The AAOT is accepted by the public colleges and universities in Oregon and by some Washington universities.

The Career and Technical Education program outcomes were developed with extensive input from industry advisory committees. The aquarium science program serves the community, business, and highlights local resources. The criminal justice, nursing, and health occupations programs serve individuals through career development and meet local business and community needs for qualified employees. The Nursing, Nursing Assistant, and EMT-Basic training programs all have independent technical skills assessments at the culmination of the training. The Nursing program uses the NCLEX-PN and the NCLEX-RN. The Nursing Assistant program uses Head Master to test its students for OSBN licensure. The EMT-Basic training program uses the NR-EMT (National Registry of Emergency Medical Technicians) didactic and practical skill testing.

Faculty members prepare the syllabus for each course based on the description, learning outcomes, and content found in the Course Content and Outcome Guideline (CCOG), approved by the College's Council for Curriculum and Instruction. Instructors submit syllabi to the Dean of Instruction at the beginning of each term. The CCOGs and syllabi are posted on the College's intranet. Moving forward, OCCC will be working with general education instructors to implement regular and rigorous assessments of content and outcomes across all general education courses.

12. GENERAL EDUCATION AND RELATED INSTRUCTION

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

Oregon Coast Community College offers associate degrees and certificate programs. OCCC associate degrees fall into three categories: transfer degrees (AAOT, ASOT/Business), a general education degree (AGS), and associate of applied science (AAS) degrees. Students are required to take a coherent component of general education classes in arts and letters, social sciences, and science areas for all of these degrees.

Transfer degrees: The Associate of Arts Oregon Transfer degree and the Associate of Science Oregon Transfer in Business degree are both statewide degrees in Oregon. The content of these degrees, including general education requirements, has been determined through collaboration with the academic officers of the community colleges and the Oregon University System. Any student having the Associate of Arts Oregon Transfer (AAOT) degree recognized on an official college transcript will have met the lower division general education requirements of baccalaureate degree programs of any institution in the Oregon University System. Students transferring under this agreement will have junior status for registration purposes. All credits noted below are based on a quarter system.

Associate of Arts Oregon Transfer
• Writing: 8 credits
• Oral Communication: 4 credits
• Mathematics: 4 credits
• Arts & Letters: 12 credits
• Social Science: 16 credits
• Science/Math/Computer Studies: 16 credits

Associate of Science Oregon Transfer in Business
• Writing: 8 credits
• Mathematics: 13 credits
• Computer Applications: 4 credits
• Oral Communication: 4 credits
• Arts & Letters: 12 credits
• Social Science: 16 credits
• Science/Math/Computer Studies: 16 credits

Associate of General Studies
• Writing: 4 credits
• Math: 4 credits
• General Education: 16 credits

Aquarium Science
• Writing: 8 credits
• Math: 4 credits
• Oral Communications: 4 credits
• Social Science: 4 credits
• Science: 12 credits
• General Education: 8 credits

Criminal Justice
• Writing: 8 credits
• Math: 4 credits
• Oral Communications: 4 credits
• Social Science: 16 credits
• Science: 4 credits
• General Education: 4 credits

Nursing
• Writing: 8 credits
• Math: 4 credits
• Social Science: 8 credits
• Science: 16 credits

Certificate Programs

All Oregon Coast Community College certificate programs of 45 credits or more must demonstrate evidence of a recognizable body of related instruction in communications, computation and human relations, including issues of diversity, embedded in courses required for the certificate. For each certificate program faculty review each course and clearly identify how the related instruction is delivered in individual courses and across the program. Certificate programs require 144 hours of related instruction; 48 hours of communication, 48 hours of computation and 48 hours of human relations. Specific classroom activities that address related instruction and the time spent on those activities are charted to insure the minimum required hours are met. A document summarizing the delivery of related instruction and citing the instructor qualifications is completed and submitted to the CCI for review as part of the program approval process.

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13. LIBRARY AND INFORMATION RESOURCES

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

The OCCC Library is located at the main campus in Newport. The library's regular term session hours are from 9 am to 5:30 pm Monday through Thursday, and from 9 am to 4:30 pm on Friday. Online students and students at the Lincoln City and Waldport sites have online access to a majority of the collection as electronic resources through the library's web page. When a student at the Lincoln City or Waldport center needs a physical item from the library, it is transported to the Center by the library consortium's daily courier. Directions for accessing and using most online resources accompany the resource as links. Current planning includes the development of detailed resource guides to align specifically with each course offered.

Librarian research assistance is available to all students via phone and email, and through an "Ask a Librarian" form link on the library's main web page. Library instruction in the classroom is available at the main campus and at both the Lincoln City and Waldport facilities at the request of individual faculty. OCCC librarians also work diligently with online faculty to provide library instruction to online students.

The main goal of the library's collections is to support OCCC's instructional programs. Librarians, faculty, and college administrators initiate most material requests. Students and other staff are also encouraged to suggest additions to the collection. A suggestion form is available online. Librarians with collection development responsibilities work with program faculty to ensure that materials added to the collection support OCCC's instructional programs. The collection is periodically reviewed to ensure that it reflects the current requirements of academic programs.

The OCCC Library evaluates potential acquisitions using a variety of criteria, including but not limited to:
- Curriculum relevance
- Authority
- Currency
- Language
- Quality of material
- Readership level
- Historical value
- Price
- User demand
- Impact to the entire collection

The physical collection approaches 6,000 items available for circulation, more than 1,200 print reference titles, including 54 multiple-volume reference sets, and some textbooks available for short-term use. Hard-copy or printed library materials also include numerous DVDs, periodicals and newspapers. To enhance the printed materials, the library offers students 24/7 access to numerous electronic resources, mostly through paid subscriptions. These electronic resources include ebrary's *Academic Complete*, a scholarly collection of more than 80,000 academic ebook titles, as well as *Credo Reference 100*, which includes 100 virtual reference titles.

In addition to the printed materials and electronic resources, the library offers 16 student use computers with internet access, software applications and headphones, as well as two printers and a scanner in the Commons area. Inside the library, students will find eight more computer stations and a printer. Finally, there is a computer in each of six study rooms, for a total of 30 student-use desktop computers. The library also offers a few laptops for checkout to students. Access to a monitor and a DVD player on a mobile cart is available during library hours.

Clear directions guide students, staff and faculty in the steps to access online:
- Chinook Library Catalog: A catalog of all the print and media materials available in the campus library and consortia partners' libraries (which includes two other community college libraries and three small public libraries), links to *ebrary* ebooks and audiobooks, and other selected internet resources.
- Statewide Database Licensing Program: Through this program, the Oregon State Library provides all Oregon libraries with access to a basic package of electronic

journal databases for thousands of full-text magazines, scholarly journals, newspaper articles and reference materials.
- Program-specific Databases: The OCCC library supplements the state-provided databases with scholarly journal full-text databases specifically targeted to support students in its programs. Examples of these include the Aquatic Science Collection supporting OCCC's Aquarium Science program and the Nursing & Allied Health Source supporting OCCC's related health programs, as well as a multi disciplinary, scholarly database called Academic Search Premier, which provides greater depth in scientific disciplines than the state-provided databases.
- Online visual / media resources provided by OCCC Library (to support faculty and students) include access to *Intelecom's* multi-disciplinary video clips, *Symptom Media* videos supporting areas of health and psychology, and Lynda.com instructional videos supporting technology education.

Librarians serve students by providing:

- In-class bibliographic and database instruction (requested by faculty)
- Online basic research skills credit course
- Interlibrary loan services
- Reference and research assistance
- Assistance with computers and software including the use of Moodle
- Group study and individual study rooms, with computers and whiteboards
- General campus/library information
- Courier delivery of library materials to and from other Chinook Libraries and OCCC Lincoln City and Waldport instructional locations

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14. PHYSICAL AND TECNOLOGICAL INFRASTRUCTURE

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

In keeping with its commitment to serve the residents of a large, sparsely-populated service area, Oregon Coast Community College is dedicated to providing the infrastructure support needed for technology-enabled and technology-enhanced instruction and services. OCCC provides state-of-the-art facilities and a wide range of technology resources that align with its Mission and goals by supporting overall college operations as well as the academic needs of faculty and students.

Physical Infrastructure
OCCC's four state-of-the-art facilities include the main campus building and the Aquarium Science building in Newport and two smaller satellite sites in Lincoln City and Waldport. These facilities, totaling 120,000 square feet, are placed strategically throughout Lincoln County to serve residents. The Waldport site focuses on providing classes for health occupations certificates in Emergency Medical Technician, Medical Assistant, and CNA 1 positions. The Lincoln City site focuses on small business development, community education, GED instruction and Expanded Options offerings for local high school students. The Newport campus is the main provider for all other program offerings. All of these facilities are designed to meet the College Mission to provide educational services for

individuals, community and business and industry. Classroom space is adequate for current enrollment and anticipated growth into the foreseeable future. State lottery funds were provided to Oregon Coast in 2012 for repurposing the Waldport site and for upgrading a classroom into a science laboratory at the Lincoln City site.

- All OCCC facilities are new, built within the past five years. All buildings were built to LEED Silver standards.
- The Nursing, Nursing Assistant, and Medical Assistant skills labs are state-of-the art, as is the high-fidelity simulation lab designed to mimic a hospital room.
- The Aquarium Science building has warm and cold freshwater and seawater, numerous large and small fish tanks, a laboratory, a food preparation room and a food culture room.
- The art classrooms have running water, storage and an abundance of natural light.
- The music classroom has acoustic tiles on the ceiling and two separate soundproof practice rooms.

Technological Infrastructure

All facilities are linked to the main campus in Newport by 100MB fiber, five dedicated Windows servers to facilitate the College's student information system, and seven Linux servers, utilized for backup, file and Postfix mail. All servers and network operate on a 1GB backbone connection. A few of OCCC's technology systems have moved to cloud-based computing and are hosted off-site.

- Students register for classes using a local, non-commercialized student information system developed and supported by Rogue Community College.
- Thirty open-access computers are available for student, faculty and staff use at the central campus in Newport and another fourteen at the Lincoln City site. Available hours for open access computer use at both facilities are generally the same as the building's open hours, Monday through Friday.
- Wireless connectivity is available at all four OCCC facilities. Technical assistance for faculty, staff and students is provided by college staff and supplemented by a third-party contract provider.
- All online courses and many face-to-face courses offered through OCCC use Moodle, an open-source learning management system, as a student-instructor communication tool. Moodle is hosted by Oregon State University's open source lab.
- All classrooms are equipped with digital audio and video, computers, and document cameras. OCCC has two video systems for use by faculty and administrators for distance-mediated conferencing and instruction.
- All classrooms are filled with natural light and have windows that open.
- For its website, OCCC uses Drupal, an open-source content management system, as the platform. Web administration falls under the library control, while content areas are divided up and maintained by selected web editors. The Drupal website is hosted by Oregon State University's open source lab.

OCCC's physical and technological infrastructure is adequate to meet the needs of its constituents and fulfill its Mission currently and into the foreseeable future. Creating a systematic plan for future growth and upgrading of technology is part of OCCC's overall planning over the next two years.

15. ACADEMIC FREEDOM

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

Academic freedom is essential to Oregon Coast Community College. This commitment was affirmed and documented in the recently established (2013) Collective Bargaining Agreement (between AFT-Oregon Coast United Employees and Oregon Coast Community College http://oregoncoastcc.org/collective-bargaining-agreements.) Article VII-Academic Freedom, reads in part:

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

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

Section 3.2 of the Students Rights and Responsibilities handbook establishes that the college will "provide opportunities for association and preserve freedom of expression."

The Board Academic Freedom Policy is scheduled for review and revision during the 2014-15 year as part of the ongoing review of Board Policy discussed earlier in Eligibility Requirement No. 6. The revision process will actively engage faculty through the Council for Curriculum and Instruction.

16. ADMISSIONS

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

The published *Oregon Coast Community College Catalog*, which is available online, informs the public of the College's overarching admission policy: *The policy of OCCC is that all persons, regardless of color, gender, sexual orientation, race, religion, creed, or disability have access to higher education.*

The procedures for admission into credit programs and courses are clearly identified on the College website. OCCC uses an online admission process whereby each student identifies as a first-time college student/no prior college-level credit, a returning OCCC student who has not attended in more than one year or transfer students with credits from another college. The customized process related to the relevant categories then becomes available.

Limited entry programs have additional specific admission requirements that are identified on each program's webpage:

- Aquarium Science
  (http://oregoncoastcc.org/sites/oregoncoastcc.org/files/aqs-application-packet-2013-2014.pdf)
- Nursing (http://oregoncoastcc.org/nursing-program)
- Nursing Assistant (http://oregoncoastcc.org/nursing-assistant-program)

The Expanded Options Program for Lincoln County high school juniors and seniors has additional admission requirements. These are referral from a Lincoln County School District counselor, good standing, 16 years of age or older, not yet a high school graduate, and able to benefit from an adult, college-level learning environment. In certain circumstances a student under sixteen may be admitted in credit-bearing courses. Additional admission requirements for these students include a letter from the student describing his or her educational background, a letter from the parent/guardian describing the benefit from enrollment in college courses, and a letter from the counselor of the school the student attends providing testimony to the student's academic and emotional maturity. Requirements for the Expanded Options Program and for the underage student are listed on the OCCC website. (http://oregoncoastcc.org/current-high-school-student)

The College closely follows all admissions policies. Students desiring to appeal an admissions decision may pursue the Conflict Resolution Policy 835. (http://oregoncoastcc.org/conflict-resolution-grievance-procedures-student-services-835)

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17. PUBLIC INFORMATION

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The Oregon Coast Community College 2013-2014 catalog is published on the OCCC website. The 2014-2015 catalog is in review and will be published on the OCCC website by September 1, 2014. The current published catalog contains the following information, as will the 2014-15 catalog:

- The College's Mission and Core Themes (Currently, the Vision, Mission and Values are published on the OCCC website, but will be included in the 2014-15 catalog.)
- Admissions requirements and procedures
- Grading policy
- Information on academic programs and courses
- Names, titles and academic credentials of administrators and faculty
- Rules and regulations for student conduct
- Rights and responsibilities of students
- Tuition, fees, and other program costs, as well as refund policies and procedures
- Opportunities and requirements for financial aid
- Academic calendar (Currently the academic calendar is on the OCCC website, but will be included in the 2014-15 catalog.)

18. FINANCIAL RESOURCES

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

Oregon Coast Community College has three primary sources of revenue:
1. Tuition and Fees (39%)
2. State funding (33%)
3. Local Funding (26%)
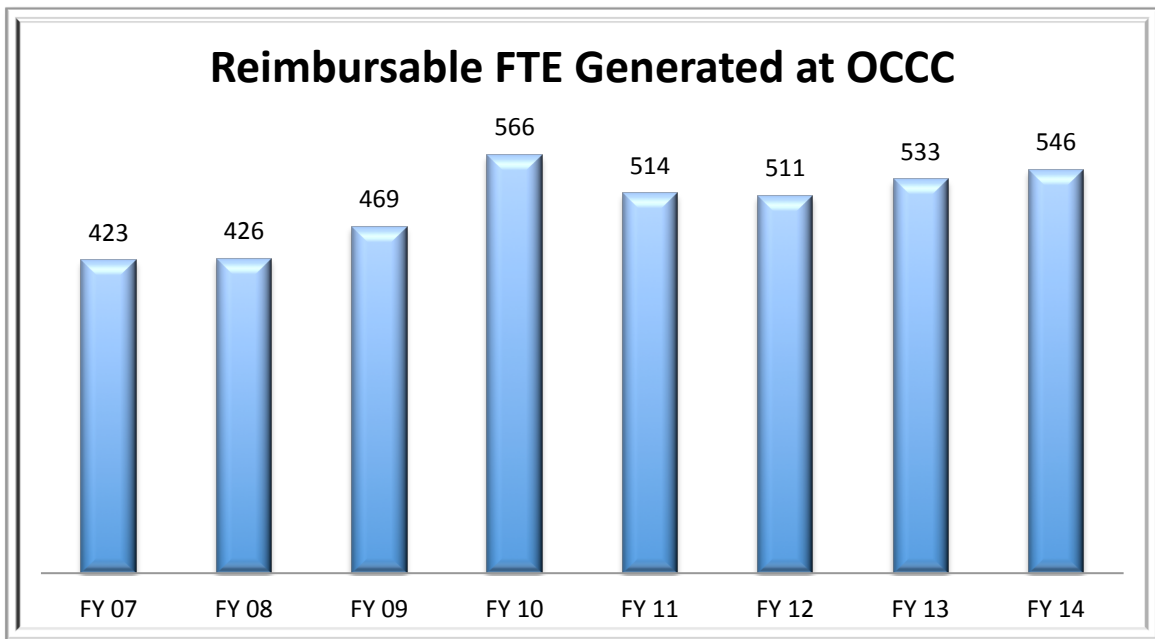
OCCC has sustained its enrollment and in fact has seen modest and sustained increases at a time when most of the other Oregon colleges' enrollments have declined. The College has maintained tuition and fees at $4,770 per year since 2012, using increased enrollments to provide additional tuition and fee revenues. State funding was at its lowest point in 2012-13. State funding provided to OCCC increased by 10% in 2013-14, and the budget forecast calls for a further increase of 15% in 2014-15.

The Board of Education made achieving a 15% fund balance requirement a priority. This was achieved in 2012-13, sustained in 2013-14, budgeted in FY 2015 and is included in the framework for budget development. Anticipated excess fund balance (approximately $75,000) will be transferred to a strategic reserve fund.

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

a. Gain efficiencies in institutional operations

b. Invest available funds in strategic activities and sectors of the College

OCCC implemented several cost-reduction strategies over the past two years. These included consolidation of responsibilities and, where necessary and appropriate, reduction of staff FTE. The College has also maintained close monitoring of programs whose costs exceed revenues, and increased fee structure in high-cost programs (specifically Nursing and Aquarium Science).

Finally, OCCC manages risk in a variety of ways. Oregon Coast Community College follows GAAP (Generally Accepted Accounting Practices), utilizes conservative projections on enrollment and state funding, monitors expenses against budgets, and develops positive community and staff relationships.

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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.

In accordance with the State of Oregon Chapter 297 and 341.709, and OCCC Policy 610, an audit of all College accounts is conducted annually and presented to the Board on or before December 31 of the year in which the audit is conducted. The audits have been conducted and annual reports are available for review.

The last audit was conducted for the year ending June 30, 2013. The financial statements were in accordance with accounting principles generally accepted in the United States and received an unqualified opinion.

Results from the audit (SAS 114 letter) are provided to the Board in January of each year by the independent auditors. There have been no findings or management-letter recommendations in at least the last five years.

20. DISCLOSURE

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

Since its founding, Oregon Coast Community College has been without independent accreditation status, but has indirectly disclosed to the Northwest Commission on Colleges and Universities requested information via the Accreditation reporting cycles of the College's IGA (contracting college), most recently Clatsop Community College. The College will provide all information the Commission may require to carry out its evaluation and accreditation functions with respect to OCCC.

At such time as OCCC's President and Board have determined through careful assessment that the Commission's Eligibility Requirements are met, we will initiate direct communications and disclosure with the Commission by submitting an Application for Consideration to the President of the Commission.

Whether directly or indirectly, OCCC has and will continue to work with the Commission, and accurately disclose to the Commission any and all information the Commission may require to carry out its work.

21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION

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

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

OCCC understands and agrees that the NWCCU may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding our status with the Commission.

22. STUDENT ACHIEVEMENT

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

Learning outcomes for all of the College's degree and certificate programs are identified and published on the college website, in the college catalog, and in the general student handbook and in individual program handbooks.

OCCC is quickly transitioning away from an environment of sometimes uneven and occasionally anecdotal assessment of student learning outcomes, towards a well documented, consistent, and college-wide system for assessment of student learning.

At this time, programs are at various stages in their assessment of learning outcomes. The Career and Technical Education programs have clear assessment plans and outcome measures. For example, in addition to classroom, skills lab, and clinical assessment by instructors, nursing students take regularly scheduled third-party, nationally recognized assessments from ATI Nursing Solutions. Students not meeting the outcome objectives then have a remediation package to complete before progression to the next level. At the culmination of the nursing training, students will take the NCLEX-RN examination for licensure. Each year, after all the students have tested, OCCC receives a detailed analysis of the students' test results. This analysis is used in reviewing and planning the curriculum and instruction for the next year.

For the general education transfer degrees, the primary assessment at this time is the measurement of course-level learning outcomes. This will progress to development of program-level outcome measures over the next year. In spring of 2014, an AAOT committee was formed to move this project forward. It is chaired by a full-time writing instructor. Its membership includes the full-time psychology instructor, the full-time Spanish instructor, the librarian, the institutional researcher, and representatives from student services and the office of instruction.

OCCC is part of the Oregon statewide CASE (Credentials, Accessibility, and Support for Employment) grant consortium funded by the US Department of Labor. At OCCC, the CASE grant has been used to strengthen CTE programs and to track student outcomes. Critical measures for CASE include program completion (earning a degree or certificate), licensure (when applicable), employment and wages earned. Additionally, the College surveys graduates to learn of their progress in further education or in the workplace. Graduates are asked how well OCCC prepared them for the next level of education or for employment. Results of these surveys are used to inform faculty, college administrators, and advisory committee members and are an important component of program review that results in continuous improvement.

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23. INSTITUTIONAL EFFECTIVENESS

Qualitative and quantitative institutional data on student outcomes, instructional and institutional effectiveness, program performance, and services offered at the institution are evaluated and results are subsequently reported and utilized in planning procedures for mission realization.

A primary focus at Oregon Coast Community College is student success. Numerous mechanisms are in place to evaluate student outcomes, instructional programs, and college services. Over the next two years, OCCC will establish a more systematic planning system that consistently utilizes data to improve programs, services, instructional activities, technology choices, and ultimately to set future institutional priorities. Oregon Coast Community College is committed to enhancing the institutional planning process using data

to help set institutional goals and to evaluate the extent to which the College achieves its goals. Integral to this change will be the identification of indices of Mission fulfillment tied to the Core Themes (to be adopted in 2014-15).

OCCC currently collects and reports on a variety of data measures on student experiences and outcomes. These data are reviewed and considered by administration, faculty and staff in a variety of settings (Board meetings, Council of Curriculum and Instruction monthly meetings, college in-service events). Going forward these measures will serve as a foundation upon which to build a systematic institutional planning process. Current measures include:

- SENSE, the Survey of Entering Student Engagement, is administered every two years. It measures students' earliest college experiences. It was last administered in Fall 2012. Results are shared with all college staff and have been used in planning new student orientations and fall term welcome week activities.
- CCSSE, the Community College Survey of Student Engagement, is also administered every two years. It measures student learning, retention and engagement. It was last administered in Spring 2014. Results are shared with faculty and have been used in planning classroom activities related to information literacy and library resources.
- Oregon Achievement Compacts are annual measures reported to the state of Oregon. They are set as part of the budget process. In the future, a portion of the state funding allocation may be based on outcomes reported in the achievement compacts. Measures include degree and certificate completions, GED attainment, dual enrolled and transfers to Oregon universities, earning 15 and 30 credits, dual credit high school students, pass rates in developmental math and writing, and pass rates on national licensure exams. Results are shared with the Board and staff, to be used in planning – particularly focused on completion and equity.
- For the past two years, OCCC has participated in the Oregon Achieving the Dream consortium. This has helped the College interpret student cohort data and, as a result, plan and make changes for subsequent academic years. This year the College implemented accelerated delivery of areas of developmental education.
- Annual Integrated Postsecondary Education Data System and Oregon Community College Uniform Reporting System reports are compiled and filed by the College.
- Both quarterly and annual reports are prepared by the career and technical education programs. They include such typical qualitative measures as number of credits completed, credentials earned, professional licenses or industry certifications obtained, and post-completion employment. Summary data is shared with program advisory committees who make recommendations for adjustments to the curriculum, delivery of educational services, and use of technology.

All the data are used in planning at the discipline, project or program level. Over the next two years, as part of the College's commitment to implement systematic planning and assessment of outcomes, OCCC will progress to institutional-level evaluation, planning and deployment of improvements, followed by assessment of the impact of those changes.

24. SCALE AND SUSTAINABILITY

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

Throughout its history the College has demonstrated sound fiscal practices that enable it to focus on the needs of its constituents and students. Strong leadership by the Board of Education and College administration has been especially apparent during the recent recession and nascent recovery, which the College has weathered relatively well, compared to its peers. During this period, enrollment grew and has been maintained, OCCC met its goal of attaining a 15% fund balance, and in FY 2013-14 was able to move funds into a strategic reserve.

In addition to fiscal stability, sustainability is evident in other key aspects of College operations. OCCC is able to maintain consistency of service because of a low employee turn-over rate. New, state-of-the-art facilities with updated technology and infrastructure were built five years ago. Community support continues to enhance sought-after programs in Nursing and Aquarium Science. OCCC's participation in multi-year grants support many of the educational programs that are fundamental to mission achievement.

The Board and administration of Oregon Coast Community College have long demonstrated a prudent, reasoned and conservative approach to the commitment and investment of College resources. New programs are carefully contemplated prior to investment of financial resources and implementation. While remaining responsive to the community, the college has ensured that any new endeavors have sufficient scale and funding to be sustainable into the future. Once programs and endeavors are established, they are subject to periodic reviews to ensure they remain viable.

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

Current levels of enrollment at OCCC are not only sustainable, but are expected to increase over time due to a number of factors. There is a growing call from state elected officials to increase post-secondary education achievement in Oregon, and all community colleges will play a significant role in that work. As noted earlier, Lincoln County is becoming a nexus for STEM research and education on the coast. Newport is home to NOAA's Pacific Fleet, as well as Oregon State University's Hatfield Marine Science Center. OSU has recently committed to expanding this site to house a marine science campus to provide the last two years of baccalaureate degrees. Like many other entities in the county, OSU seeks partnership with OCCC.

The resources and capacity of OCCC are fully capable of meeting the needs of our students today and into the future. The combination of the resources and capacity outlined here, the administration, faculty, staff and students, along with the support of the Board of Education and our community all contribute to our mission fulfillment and help to further assure the future of the college.

Information Sheet:
Oregon Coast Community College:
An Ocean of Opportunity

SUBMITTED JULY 14, 2014

**OREGON COAST
COMMUNITY COLLEGE**

Oregon Coast Community College

Oregon Coast Community College (OCCC) was established in 1987 and operated on serial levies until 1992, when a permanent tax base for operations was established by Lincoln County voters. OCCC serves Lincoln County, a rural community of 45,000 residents which spans 73 miles of the Oregon Coast and encompasses nearly 1,200 square miles of rugged and scenic forests, beaches, bays and rivers.

OCCC's first classes were held in rented or donated spaces around the county, including bank conference rooms, a former beauty parlor, a furniture store, church buildings and even an old pub. OCCC students were determined to pursue their dreams of academic achievement regardless of what their classroom looked like. OCCC grew quickly and was able to rent more reliable classroom space and eventually purchased property, including an old fire hall which served as the North County college site.

A New Chapter: Building for the Future

While Oregon Coast Community College's instructors and programs were of the highest order, OCCC's leadership understood that the community and students needed a permanent campus for the College to realize its full potential. As enrollment continued to grow, permanent facilities that would meet the needs of students, faculty and staff were essential. The leaders of OCCC were committed to the future of the College and set out on a campaign to win community support. In fact, they set out on foot.

Patrick O'Connor, then the College's president, walked the length of Lincoln County over a three-day period speaking about the value of OCCC and the students who benefited from access to higher education on the Oregon Coast. Lincoln County voters responded positively and, in May 2004, showed their confidence in OCCC by voting to tax their property in support of permanent facilities. In addition to the $23,500,000 obtained from the facilities bond (Measure 21), the Oregon Legislature provided funds totaling $9.7 million; $4.7 million in 2005, $3 million in 2007, and $2 million in 2009.

After careful planning and attention to the current and future needs of OCCC, three facilities were built: one in Lincoln City, which was completed in July 2008, the main campus in Newport which was completed in June of 2009, and a third facility in Waldport, which was completed in August of 2009. Not only were these buildings designed and constructed to withstand the harsh conditions that structures on the coast endure, but they were also built as eco-friendly facilities with a commitment to meet LEED (Leadership in Energy and Environmental Design) Silver standards.

An additional 7,500-square-foot facility was completed in August 2011 specifically designed to meet the needs of the Aquarium Science Program, with customized laboratories creating an applied learning environment for water conditions and animal care.

Career & Technical Programs

In response to community needs, OCCC established three key Career and Technical Education programs: Nursing/Allied Health, Aquarium Science and Criminal Justice. These programs receive extensive community support and recognition, and in some instances national acclaim.
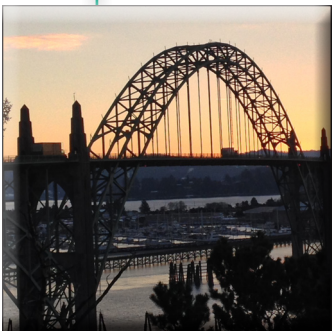
AQUARIUM SCIENCE PROGRAM

In 2000, OCCC recognized a growing demand for trained aquarium industry workers and conducted a nationwide survey of the industry to ascertain the need for formal instruction in aquatic animal husbandry. More than half of respondents indicated that newly hired aquarium staff customarily lacked appropriate skills to carry out their jobs. Having justified a need, a planning grant of $750,000 was awarded to OCCC through the National Science Foundation in 2001. Working closely with industry leaders, OCCC developed its

OREGON COAST COMMUNITY COLLEGE

innovative Aquarium Science Program (AQS).

Offering an Associate of Applied Science (AAS) degree, OCCC welcomed its first cohort of Aquarium Science students in the Fall of 2003. A substantial number of those who enrolled in the first two years included postgraduate students seeking to build practical workplace experience. OCCC responded by obtaining state approval for a Certificate of Completion option for those entering the program with a bachelor's degree in a life science area.

A combination of 121 students, with either the two-year AAS degree or one-year Certificate of Completion, have graduated from the Aquarium Science program since its inception. Among those graduates, approximately 94 percent have gone on to gain employment in aquarium science related positions within one year of receiving the degree, despite the recent economic downturn. These impressive results are proof of the effectiveness of the AQS program's unique hands-on practical learning environment and of the overwhelmingly positive reception the program has received from employers within the aquarium industry nationwide. OCCC's Aquarium Science Program remains the only program of its kind in the country.

NURSING/ALLIED HEALTH PROGRAM

The Nursing Program at OCCC received initial approval from the Oregon State Board of Nursing (OSBN) in 2006, and the College's first nursing class was admitted in September of that year. The Nursing Program offers a career ladder curriculum with two occupational options, a three-term Practical Nursing Certificate and a six-term Associate of Applied Science degree in nursing. Interest in the program has increased dramatically since 2007 and it is highly competitive. By 2013, there were 67 applicants for 20 spots. Since the onset of the program, 81 percent of students have completed the requirements for the Associate of Science Degree. Upon graduation from the nursing program, students are required to sit for National Council State Board of Exam (NCLEX). The OSBN evaluates nursing programs by examining first-time NCLEX results and expects an 85 percent pass rate. Last year, 88 percent of OCCC nursing graduates passed the NCLEX exam on their first attempt.

Since inception, the program has graduated 106 nursing students. After graduating from OCCC's program, students are typically employed within six months, while others enroll in Linfield College through our co-admission process, allowing OCCC Nursing students to immediately continue towards their BSN upon graduation. Students can earn their BSN from Linfield within 12 months of graduation from OCCC.

CRIMINAL JUSTICE PROGRAM

In 2012, after more than a year of planning that included all Lincoln County law enforcement agencies, OCCC began offering an Associate of Applied Science in Criminal Justice with an Oregon Career Pathway Certificate of Completion (CPCC) option. Since its inception, three students have earned the AAS degree and seven students have earned the CPCC.

Community Involvement and Support

As an active and engaged partner in its community, OCCC offers enrichment through its traditional academic offerings as well as community programs that contribute to the economic vitality and civic engagement of Lincoln County. These offerings are provided by the Small Business Development Center (SBDC) and through community education courses.

In 2013, the Oregon Coast SBDC delivered more than 1,040 hours of free, confidential one-on-one advising to business owners in Lincoln County. The SBDC also offers free workshops and low-cost business and technology classes all year long, and it delivers more of these programs than all but a few of Oregon's 18 other centers. The SBDC also offers a powerful year-long Small Business Management program.

Oregon Coast Community College also offers a compelling mix of affordable community education offerings to the residents of Lincoln County. From "Backyard Beekeeping on the Oregon Coast," to "Exploring the Intertidal Zone," to "Turkish History and Culture" and "Conversational French," the College truly works to offer something for everyone each term.

The College is a hub of activity in the communities it serves. When U.S. Senator Jeff Merkley held a town hall in Lincoln County last fall, it was at the OCCC campus in Newport. When our state senator and representatives tour the county, they present their forums at each of our facilities. Most recently, on July 10, 2014, State Rep. David Gomberg met with constituents at OCCC sites in Waldport, Newport and Lincoln City. The Oregon State University Master

Gardeners meet at OCCC facilities, and they maintain test gardens here. The Lincoln County Economic Development Alliance, the Lincoln City Chamber of Commerce Board of Directors and Buy Local Lincoln County are some of the many other organizations that turn to OCCC for meeting space and support in a myriad of ways.

Community partnerships provide invaluable opportunities for OCCC students to work on-site and alongside professionals. In particular, nursing, aquarium science and criminal justice students are able to develop their technical skills through partnerships with local organizations and businesses.

OCCC's Nursing Program has many clinical partners throughout Lincoln County. The clinical sites are critical, as they provide students with practical experience in the different disciplines of health care. OCCC's current clinical partners include Samaritan Health Clinics, Samaritan Home Health and Hospice, Lincoln County Corrections, Avamere Rehabilitation of Newport, Siletz Tribal Health Clinic, Angell Job Corps, Good Samaritan Regional Medical Center, Behavioral Health Center and the Lincoln County School District Health Program.

The Aquarium Science program partners with more than 20 practicum sites which host students at their organizations for hands-on career learning opportunities. Among the practicum sites are the Oregon Coast Aquarium, Oregon State University's Hatfield Marine Science Center, Oregon Department of Fish and Wildlife, Sea Grant Oregon, the Oregon Hatchery Research Center, and OSU's Sinnhuber Aquatic Research Laboratory. Many students take advantage of volunteer or employment opportunities at these facilities while on campus and many graduates have gone on to become employed at these institutions.

Students in the Criminal Justice program all complete cooperative work experiences with law enforcement agencies in the county. Professionals from the agencies guest lecture in class, and conduct mock interviews with students.

Community volunteers contribute significantly to the vitality of the College. The publicly elected, seven-member Board of Education serves as a volunteer governing body of the college. Two of its members have served for 27 consecutive years – ever since OCCC's founding. The Board of Education establishes policies governing the operation of the college and adopts the college's annual budget. Their charge is to facilitate the development of programs which they believe will best serve the people of Lincoln County.

The College is also supported through the OCCC Foundation, which was established in 2000. The Foundation Board consists of community members who volunteer their time and energy and are committed to raising funds and awareness to benefit OCCC and its students through program support and scholarships. One of the signature programs of the Foundation is the Serve, Earn and Learn (SEAL) Scholarship Program, now entering its fifth year. This program was made possible through a generous endowment of $280,000 which was gifted to the Foundation in 2010.

Students awarded these scholarships complete on-campus educational service assignments in various departments. These experiences are designed to promote learning and growth, foster career development, increase student success, and provide an incentive to complete their educational goals while reducing the financial burden of attending college. Support for the Foundation is strong all across the county. In 2012, for example, the Union 50 Club in Lincoln City donated its building, located on the lakefront of Devils Lake and with views of the Pacific Ocean, to the Foundation to support OCCC.

Volunteers provide tutoring services free of charge to students and community members. These volunteers help students improve skills in mathematics, reading, writing, science, ESOL, GED, computers, resumé building and career support and other relevant subject areas and life skills.

Over the past 27 years, the College has grown and focused its programs to meet the needs of Lincoln County residents. In turn, county residents have voted to fund permanent, state-of-the-art facilities for the College's programs. With their donations of time, effort and property, as well as direct financial support, Lincoln County residents have repeatedly demonstrated their confidence in OCCC as a vital and valuable part of their community.

The OCCC Board of Directors, by voting to pursue independent accreditation and by hiring a president with the knowledge, drive, and leadership skills necessary to guide the College through the process of achieving independent accreditation, has clearly committed that the students and communities of Lincoln County are indeed offered an ever-growing ocean of opportunity through their community's college.