Year Six, Standard Two

Policies, Regulations, and Financial Review (PRFR) Report

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Institutional Report Certification Form

On behalf of the Institution, I certify that:

[X] There was broad participation/review by the campus community in the preparation of this report.

[X] The Institution remains in compliance with NWCCU Eligibility Requirements.

[X] The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Oregon Coast Community College
(Name of Institution)

Dr. Marshall Mease Roache
(Name of Chief Executive Officer)

(Signature of Chief Executive Officer)

August 28, 2025
(Date)

Mission Fulfillment

Oregon Coast Community College (OCCC) is one of the 17 locally governed community colleges in Oregon and serves Lincoln County, Oregon – a rural county with a population of approximately 50,000 people and an area of 990 square miles. OCCC opened its doors to credit students in 1987, and until Spring 2019 operated as a branch campus through contract college arrangements with other Northwest Commission on Colleges and Universities (NWCCU) accredited Oregon community colleges. The NWCCU confirmed independent accreditation for OCCC at its January 2020 meeting, effective Fall 2019. Today OCCC has a student headcount of 855 (IPEDS data definitions) supported by a college staff of 100.

OCCC's Mission states:

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

The key components used to assess institutional effectiveness are:

1. Student Success Core Theme Indicators with Peer Institution Comparison
2. The College Strategic Plan and Annual Planned Initiatives
3. Service and Program Area Review Process (SPARE and SPARC)
4. Assessment of Student Learning Outcomes.

Oversight and accountability for the assessment of institutional effectiveness resides with the Institutional Effectiveness Steering Committee, the VP of Academic and Student Affairs, and the President.

Student Success Core Theme Indicators

OCCC defines Mission Fulfillment within a single core theme: Student Success. At initial NWCCU accreditation in 2019-2020 OCCC included a second core theme: Educational Pathways. Based on feedback from the mid-cycle peer evaluation, Educational Pathways was removed from the mission fulfillment framework but is still reviewed and monitored. The metrics comprising Student Success align with the metrics and methodologies of the Oregon Community College Student Success Center (OCCSSC) framework and dashboard (4 measures: Completing Gateway courses, Progress, Retention, Success) augmented by limited OCCC specific additions: Belonging and Early Success. These metrics rely upon data sources currently most available, reliable, and useful for assessing institutional effectiveness. Outside of, and in addition to the Student Success Metrics in the Mission Fulfillment definition, OCCC utilizes as needed relevant targeted data to better understand the student experience and outcomes. The Student Success framework also serves as the assessment framework for the Students at the Center priority of the Colleges Strategic Plan (2023-2028). OCCC's In-state peer comparators are four other Oregon Community colleges identified by the OCCSSC as most similar to OCCC. The College has also identified two regional comparators that reflect the aspirational focus of delivering trades and technology programming in rural communities.

College Strategic Plan 2023-2028

The five-year CSP identifies five strategic priorities, as follows:

1. Students at the Center
2. Careers Built Here
3. Resourced and Ready
4. First Choice, Best Choice
5. Sharks Make Their Marks

The assessment of priority one, Students at the Center, uses the same framework as the Student Success

Core Theme. Based on assessment results and other inputs, the Executive Team (ET) annually develops a list of strategic initiatives to advance the five priorities. The president annually reports to the board on the student success measures as well as progress on the prior year's strategic initiatives. To the extent that the underlying data is available, reliable, and useful for assessing outcomes of the strategic plan, Educational Pathways objectives and metrics are included in the annual assessment of the College Strategic Plan Priority Two; Careers Built Here.

Service and Program Area Review Process (SPARE and SPARC)

OCCC's Service and Program Area Review (SPAR) is intended to provide a comprehensive and in-depth analysis of program effectiveness, and a review of program alignment with College goals and Core Themes. SPAR encompasses the ongoing and systematic evaluation of all College instructional programs and service areas, combining long-term planning with interim reports. A Comprehensive Service and Program Area Review (SPARC) is expected by program or service area every four years. The SPARC is supplemented by the Service and Program Annual Review and Evaluation (SPARE), which provides an annual progress report toward achievement of goals and outcomes. SPAR reports are scheduled on a staggered basis, with all College areas completing a comprehensive review within a four-year period. Annual reports are completed by all programs and service areas in the years between their scheduled SPARC.

Implementation of a program and service area review process has been a culture change at OCCC. Prior to independent accreditation, the oversight of most curriculum was the purview of the contracting college. Only a limited number of OCCC CTE programs had experience with program review. During the six years (including 1.5 disrupted by the pandemic) since independent accreditation implementation has not always met the schedule, but we have seen a positive trajectory and are now nearing our target of all programs having completed at least one comprehensive (4-year) review, and one or more annual reviews, depending on when the program/service area was phased into the program-review process.

Assessment of Student Learning Outcomes.

OCCC assessment of learning outcomes includes formative and summative assessments. The combination of assessment methods enables the College to capture information about effective teaching and learning in the classroom and to assess how successfully students are able to integrate learning over time, after the completion of a sequence of courses or program.

Summative assessments at the College include the assessment of learning outcomes associated with successful completion of a group of courses, either within a general education discipline (Discipline Learning Outcomes, or DLOs), or that fulfill requirements to complete a certificate or degree (Program Learning Outcomes, or PLOs).

Assessments are integrated and aligned through a curriculum outcomes mapping process, which identifies Course Learning Outcomes that relate to student achievement of Discipline and/or Program Learning Outcomes. Student achievement of learning outcomes is evaluated using four levels of achievement: Emerging, Developing, Competent, and Advanced. Faculty assess, evaluate, and document student achievement of learning outcomes and suggest and implement changes in the classroom to effect continuous improvement in teaching and student learning. Assessment results are shared, discussed, and evaluated in groups of faculty, including discipline and program faculty.

Submitted Evidence

1. Assessment Handbook (**PRFR Appendix 3**, #17)
2. Annual Board Reports (**PRFR Appendix 1**)
3. CILO Rubrics (**PRFR Appendix 3**, #4)
4. Service & Program Area Review (SPARE and SPARC) Examples (**PRFR Appendix 3**, #18)

Eligibility Requirements

OCCC attests that it complies with the Northwest Commission on Colleges and Universities' Eligibility Requirements.

Operational Status

OCCC opened its doors to credit students in 1987, and until Spring 2019 OCCC operated as a branch campus through contract college arrangements with other NWCCU accredited Oregon community colleges. The Northwest Commission on Colleges and Universities (NWCCU) confirmed independent accreditation for OCCC at its January 2020 meeting, effective Fall 2019.

Operational Focus and Independence

Per Oregon state law and OCCC's stated mission, OCCC operates solely as an institution of higher education. Programs and services are predominantly concerned with higher education. OCCC functions independently of any other organization and complies with all relevant laws, regulations, and institutional policies. OCCC has sufficient organizational and operational independence to be held accountable and responsible for meeting and sustaining NWCCU's Standards for Accreditation and Eligibility Requirements.

Authority

OCCC is one of 17 community colleges in the state of Oregon, and its authority derives from Oregon Revised Statutes Chapter 341 — Community Colleges as well as Oregon's Higher Education Coordinating Commission (HECC).

Institutional Effectiveness

OCCC defines, monitors and publishes evidence of institutional effectiveness using a framework based upon the core theme of Student Success and the College's Strategic Plan. An Institutional Effectiveness web page publishes student success data and the Board of Education receives annual reports on institutional effectiveness and student success.

Student Learning

OCCC's Student Learning Assessment Plan is comprehensive, purposeful, and integrated, as reflected in the scope of assessment, the levels of outcomes assessed and evaluated, and the methods used to provide information to promote continuous improvement and continued student success. Student learning is assessed through established processes for Curriculum, Student Learning Outcomes, and Program Review (SPARE/C) for service and academic areas.

Student Achievement

Student achievement is assessed in various ways, with a global focus on persistence, credit progress, completion of gateway courses, completion and completion or transfer. While systematic data on post completion employment is not readily available, the college tracks this where it can. OCCC employs disaggregation of data where enrollment numbers are sufficient to be meaningful.

Non-Discrimination

OCCC complies with all state and federal laws regarding nondiscrimination and anti-harassment. This commitment is codified in the College's Board and Administrative Policies. Together, these policies affirm OCCC's

commitment to equal opportunity in education and employment, prohibit harassment and retaliation, and ensure an equitable learning and working environment.

Institutional Integrity

OCCC adheres to all applicable state laws and policies, including ORS Chapter 244 Oregon Government Ethics Law and ORS 192.610-705 Oregon Public Meeting Law.

Governing Board

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

Chief Executive Officer

OCCC is led by a President appointed by and accountable to the Board of Education. The current President, Dr. Marshall Mease Roache (appointed January 2025), follows Dr. Birgitte Ryslinge (2014–2024). The President is not a member of the Board.

Administration

Academic credentials for OCCC's highly qualified administrators are available to the public in the college catalog. In addition to the President, OCCC has 22 administrative positions (18 full-time, 4 part-time) organized into two administrative levels. All administrative positions are staffed with highly qualified and experienced professionals who work collaboratively across the college to advance mission fulfillment and institutional effectiveness.

Faculty

OCCC currently employs 48 faculty (11 full-time and 37 part-time). The academic credentials of OCCC's highly qualified faculty are available to the public in the college catalog. OCCC regularly, systematically, and equitably evaluates the performance of faculty members in relation to responsibilities and duties.

Educational Programs

At the time of this report, 18 degree and certificate program options in recognized fields of study with associated learning outcomes are available and published on the OCCC website. These programs are consistent with OCCC's mission as a comprehensive community college, leading to certificates and associate degrees, and are articulated with transfer pathways.

Library and Information Resources

The OCCC Library contributes to student success and lifelong learning by providing collections, digital resources, information literacy instruction, and support for students, faculty, staff, and the local community. Services are designed to align with and support the College's mission, programs, and services.

Physical and Technology Infrastructure

OCCC provides the necessary physical and technological infrastructure to support the mission, including emergency preparedness, continuity of operations, and IT/cybersecurity safeguards.

Academic Freedom

OCCC promotes freedom of expression for both students and faculty and protects the academic freedom necessary for teaching and learning.

Admissions

OCCC is an open admissions institution with a few select programs that have additional admissions requirements. Admission policies are published, specify the characteristics and qualifications appropriate for its programs, and are consistently applied in practice, in alignment with the College's mission.

Public Information

The annual College Catalog, the website, and other publications provide current and accurate information regarding all aspects of this eligibility requirement, including programs, admissions, tuition and fees, financial aid, and policies.

Financial Resources and Planning

The College has established and demonstrates a stable and diverse funding base, with a financial planning process tied to institutional mission and goals, a balanced budget, and a responsible level of debt. The College utilizes its annual budgeting process to develop and implement funding priorities and strategies. Long-term financial needs are identified through institutional planning processes. Financial planning at OCCC reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability with capacity for strategic growth.

Financial Accountability

An independent auditor monitors OCCC's financial position annually; associated financial statements are available on the website.

Disclosure

OCCC discloses information required for accreditation through annual and cyclical reports, visits, substantive change requests, and other communications with the NWCCU.

Relationship with NWCCU

OCCC understands and accepts the NWCCU standards and policies to maintain its institutional accreditation.

Institutional Capacity

OCCC has sufficient enrollment, human and financial resources, and institutional infrastructure to fulfill and sustain its mission. The College budget development process relies upon the College Strategic Plan to ensure alignment of resources with strategic direction and to maintain institutional capacity.

Standard 2.A: Governance, Resources, and Capacity

Standard 2.A.1

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Origin, Authority and Governance Bodies

In 1961, the Oregon legislature enacted statutes to establish a framework for the creation of community colleges, codified in ORS (Oregon Revised Statutes) Chapter 341: Oregon Community Colleges. In May 1987 Lincoln County Oregon voters established the Lincoln County Community College Service District, and the first LCCC Board of Education was formed. Within the first few years, the College was named Oregon Coast Community College.

Oregon Coast Community College is one of the 17 locally governed community colleges in Oregon. While the Oregon Higher Education Coordinating Commission (HECC) is responsible for the coordination of statewide funding and policy related to public higher education and workforce training, each community college has its own locally elected governing board. Given Oregon's state governance structure, the parts of this standard related to complex systems with multiple entities and boards does not apply to OCCC. Per ORS Ch 341, the leadership, governance, and operations of public higher education institutions are the responsibility of their respective presidents, governing boards of directors, and administrators.

OCCC's district is Lincoln County Oregon, and is governed by the OCCC Board of Education with seven Board members elected by zone. All seven members have no contractual, employment relationship, or personal financial interest with OCCC. The duties, authority, roles, and responsibilities of Board members are clearly defined via Board Policy, primarily in Chapter Two of the Board Policy Manual.

Oregon Coast Community College Board of Education

Name	Zone	2025-2026 Role
Richard Emery	One	
Patrick Alexander	Two	
Paul Schuytema	Three	Vice-Chair
Bud Shoemake	Four	
Chris Chandler	Five	
Marion Mann	Six	
Debbie Kilduff	Seven	Chair

Governance Policies: Authority, Roles, and Responsibilities.

Parameters of community college governance are established via ORS Ch 341, and for Oregon Coast Community College specifically via the OCCC Board Policy Manual, organized in seven chapters. (The entire Board Policy Manual is provided in Appendix 1, #1.)

Chapter One: The Oregon Coast Community College

Chapter Two: Board of Education

Chapter Three: General Institution

Chapter Four: Academic Affairs

Chapter Five: Student Services

Chapter Six: Business and Fiscal Affairs

Chapter Seven: Human Resources

Key Board Policies re Authority, Roles, and Responsibilities.

Board Policies 2200 and 2430 outline the respective roles of the Board of Education and the President/CEO in leading the College. On a high level, the Board is concerned with mission, policy, budget, and hiring and evaluating the president. The Board delegates the power and authority to the President/CEO to effectively lead the College. The President will be responsible for all aspects of College operation.

BP 2200 – Board of Education Duties and Responsibilities
References: NWCCU Standards 2.A.1 ORS 341.290, ORS 341.300

Board Policy 2200: Board of Education Duties and Responsibilities, is presented in Appendix 1 (Board Policy Manual). The policy states that the College's Board of Education governs on behalf of the citizens of the district, setting policies that define the College's mission, ensure fiscal stability, and uphold ethical, legal, and inclusive standards. Its primary responsibilities include hiring and evaluating the President, delegating authority for effective leadership, monitoring institutional quality and performance, and advocating for and protecting the College.

BP 2430: Delegation of Authority to the College President (Summary)
References: NWCCU Standard 2.A.7, ORS 341.290

As set forth in Board Policy 2430, the Board delegates to the President, as the College's Chief Executive Officer, full responsibility for administering Board policies, managing all operations, and ensuring compliance with laws and regulations. The President is accountable to the Board, serves as its professional advisor in policy formation, and may act where policy is silent, subject to Board review.

Policy Oversight and Board Development

OCCC benefits from the support and services provided by the Oregon Community College Association. Founded in 1962, Oregon Community College Association (OCCA) represents the 17 publicly chartered community colleges and their locally elected board members. OCCA's primary purpose is to support the Colleges before policymakers and partners whose actions affect the well-being of community colleges across the state. OCCA does this through a variety of services, including professional development of elected board members, and a subscription-based policy service. OCCC and Board members have consistently participated in both.

In accordance with BP 2430: Delegation of Authority to the College President, the President acts as the professional advisor to the Board of Education in policy formation. In practice, this is implemented via the President's office (In consultation with the Board chair) ensuring that Board Policy Review is placed on the

BOE agenda periodically and regularly to ensure all BPs have been reviewed within the last five years (more frequently if underlying laws or standards change). The president and the chair put forth suggested policy revisions which are considered by the Board during a public board meeting and voted upon in a subsequent public meeting. To ensure continuity of Board Policy expertise, President Roache has contracted with his predecessor (retired past-president Ryslinge) to serve as his consultant for the Board Policy review and revision process until such time as Dr. Roache is fully comfortable in the role of professional advisor to the Board on policy formation. The Board Policy development and review process is supported by OCCC's subscription to the OCCA's Policy Service.

OCCA Board Policy Service

In partnership with the Community College League of California (League) and the law firm of Liebert Cassidy Whitmore, OCCA provides subscribing Oregon community colleges access to the League's national board policy and procedure program designed for community colleges. The program reflects the community college policy-based governance model and templates provide customizable sample language that can be revised to reflect local practices.

OCCA's Board Policy and Procedure Program includes:

- **Board Policy (BP) and Administrative Procedure (AP) Samples** – Over 370 BP and AP samples that are legally required, legally advised, or suggested as good practice for governing boards and community colleges as entities. Topics addressed include Title IX compliance, student discipline, free speech, nondiscrimination, prohibition of harassment, service/assistance animals, Family Educational Rights and Privacy Act (FERPA), and many other key issues. As an added value to Oregon community colleges, OCCA has worked with the League to develop an integrated package of sample policies and procedures that are also customized to reflect Oregon law and Northwest Accrediting Commission (NWCCU) standards. The package of BP and AP samples is provided to subscribing colleges via OCCA's online, password protected website.

- **Legal Updates and Resources** – Each year, colleges receive legal updates to assist in ensuring BPs and APs remain current consistent with federal and state law. Resources are available to assist with implementation.

- **Workshops** – OCCA General Counsel, Karen Smith, and the League's Director of Policy and Procedure Services, Dr. Jane B. Wright, annually conduct workshops on the board policy and procedures templates, core package, possible implementation strategies, and best practices.

Board Professional Development

New and continuing Board members are encouraged to remain current in their understanding of their professional duties and responsibilities via monthly President's Reports which reference any compliance changes relevant to Board members, local on-boarding for new Board members, and access to the Board development opportunities provided by OCCA. Since 2014, the OCCC President and available Board members have consistently participated in these professional development opportunities, which include Board Leadership & Governance Summits, Lunch & Learn Webinars, and the OCCA Annual Conference. Board professional development also occurs during regular board meetings and retreats.

Board Self Evaluation

Since 2014, the OCCC Board of Education (BOE) has conducted Board Self-Evaluations every three to five years. In 2019, Board Policy 2745: Board of Education Self-Evaluation, was adopted, establishing a three-year interval. The BP 2745 contains criteria for self-evaluation, which include those contained in Board Policies regarding BOE operations, as well as criteria defining BOE effectiveness promulgated by recognized practitioners in the field. The most recent Board Self-Evaluation occurred in 2023.

2.A.1 Submitted Evidence

1. OCCC Board Policy Manual (**PRFR Appendix 1**, #1)
   - BP 2200 – Board of Education Duties and Responsibilities
   - BP 2430 – Delegation of Authority to the College President
2. Relevant statute for community college formation (ORS 341.009) • **Link**
3. Zone Map for Lincoln County • **Link**
4. Oregon Community College Association Board Development
   - Board Leadership and Governance Summit • **Link**
   - Lunch and Learn Webinars • **Link**
   - OCCA Annual Conference • **Link**
   - OCCC Board Professional Development ("Orientation to Board Policy 101") (**PRFR Appendix 1,** #2)
   - OCCA Policy Service • **Link**

Standard 2.A.2

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

OCCC is fully in compliance with Standard 2.A.2. Three Vice-Presidents report to the President and together make up the Executive Team (ET) which is responsible for executive level leadership of the College. Also reporting to the President, but not a regular part of the Executive Team, are the Director of Human Resources and the Accreditation Liaison Officer (ALO). The VPs, Director of HR , and the ALO are all qualified administrators with appropriate levels of authority, responsibility and accountability. The VPs are charged with planning, organizing and managing the College and assessing its achievements and effectiveness.

2.A.2 Submitted Evidence

1. Leadership Organization Charts: President, VP of Academic and Student Affairs, VP of Administrative Services, VP of Engagement (**PRFR Appendix 2**, #1)
2. CVs of Executive Leadership (Vice-Presidents) (**PRFR Appendix 2**, #2)

Standard 2.A.3

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

OCCC has consistently employed appropriately qualified chief executive officers with full-time responsibility for the leadership of the College. The College has benefited from unusually long-term leadership. Since founding in 1987, there have only been three permanent presidents and one interim:

- Dr. Marshall Mease Roache 2025 to present
- Dr. Birgitte Ryslinge 2014 to 2024
- Bruce Koike, Interim President, 2012-13
- Dr. Patrick O'Connor 1990 to 2011

2.A.3 Submitted Evidence

- Curriculum vitae of President Roche (**PRFR Appendix 2**, #3)

Standard 2.A.4

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

OCCC's decision-making structures and processes include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Board of Education

Board Policies 2345: Public Participation at Board of Education Meetings and 2550: Participation in Local Decision-Making establishes opportunity and parameters for consideration by the Board of the views of faculty, staff, administrators, students as well as the general public.

College Council

College Council is a participatory governance body advisory to the president, and comprised of representatives of faculty, classified staff, administration and Associated Student Government. College Council meets monthly during the academic year and is typically chaired by either faculty or classified staff.

Standing Committees, Work Groups and Advisory Committees

OCCC has several standing committees made up of different stakeholder configurations (faculty, staff, administration, and – on occasion – students). These include the Curriculum Committee, the Institutional Effectiveness Steering Committee, Equity and Inclusion, and the Safety Committee. Shorter-term work groups or committees are convened for specific tasks, such as the current work to revise the faculty performance evaluation process. Finally, many instructional programs have Advisory Committees which are largely comprised of external industry leaders.

Collective Bargaining

Collective Bargaining is in place for faculty and classified staff, who are represented by a single union, Oregon Coast United Employees Local 6020. The collective bargaining process shares the views of these employee groups with regard to working conditions.

Budget & Tuition Forums

Budget and Tuition Forums are convened each year prior to consideration of tuition changes and budget adoptions. These forums are typically hosted by the President and VP of Administrative Services and provide for focused student forums.

2.A.4 Submitted Evidence

1. Board Policy Manual (**PRFR Appendix 1**, #1)
   - 2345: Public Participation at Board of Education Meetings
   - 2550: Participation in Local Decision-Making
2. Collective Bargaining Agreement Faculty (**PRFR Appendix 2**, #4)
3. Collective Bargaining Agreement Classified (**PRFR Appendix 2**, #5)
4. College Council Web Page • **Link**
5. Budget Forums • **Link**

Standard 2.B: Academic Freedom

Standard 2.B.1 & 2.B.2 Combined Response

Standard 2.B.1

> *Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

Standard 2.B.2

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

OCCC adheres to the principles of academic freedom and independence that protect its constituents from inappropriate internal and external influences and defines and actively promotes an environment that supports independent thought. Policy is enumerated in regard to faculty (i.e. Academic Freedom), and to students, employees, and the public (i.e., Freedom of Expression). Board Policy speaks to each population group and is then further delineated via more operational policies and agreements.

With Regard to Faculty

Board Policy 4030: Academic Freedom addresses OCCC's intentions with regard to faculty academic freedom and states, "Freedom of expression will be guaranteed to instructors to create a classroom atmosphere that allows students to raise questions and consider all sides of issues. OCCC instructors are responsible for exercising judgment in selecting topics of educational value for discussion and learning consistent with course requirements, goals, and desired outcomes."

The Faculty Handbook also includes the statement "Freedom of expression will be guaranteed to instructors to create a classroom atmosphere that allows students to raise questions and consider all sides of issues. OCCC instructors are responsible for exercising judgment in selecting topics of educational value for discussion and learning consistent with course requirements, goals, and desired outcomes."

The Faculty Contract, through Article 10, provides specificity with regard to Academic freedom, as follows:

CBA Faculty Article 10 – Academic Freedom and Intellectual Property

1. Academic Freedom: The College and the Union agree that all Faculty are entitled to academic freedom which carries with it academic responsibility to students, to the community, and to the College. Academic freedom depends upon the free search for truth and its free exposition and is applied to teaching and other College-related activities. Academic freedom in its teaching aspect is fundamental for the protection of the rights of instructors when teaching and of the student for

freedom in learning. Faculty are in the best position to determine grades according to their professional judgments and any established College standards. Unless the instructor is incapacitated, a grade may be changed only with the instructor's consent or as a result of a successful appeal through a student grievance procedure based on a miscalculation or misapplication of a faculty member's course grade criteria, a violation of college policy or procedure, and/or a violation of a state and/or federal law. In all cases, a grade will not be changed by the College without a good-faith effort to consult with the faculty member.

2. When teaching, instructors are entitled to freedom in the classroom when discussing the instructional subject; however, while controversy is at the heart of free academic inquiry, instructors will not persist in introducing material which has no relation to the subject they are teaching. Instructors have an obligation to promote conditions of free inquiry and to further understanding of academic freedom. Instructors seek, above all, to be effective in their assigned duties.

3. Although they will observe the stated regulations of the College, instructors will maintain their right to criticize and seek revision.

4. Instructors are entitled to full freedom in research and in the publication or production of the results of their work, unless such work is undertaken as part of paid instructional assignment.

5. As members of the community-at-large, faculty have the rights and obligations of any person in a free society. Instructors, individually, determine the amount and character of their civic, political, and community involvement outside the College with due regard to their responsibilities within it.

6. Faculty shall not claim to represent the College when making public statements unless authorized to do so in advance.

With Regard to Students and Staff

Board Policy 3900: Freedom of Expression addresses OCCC's intentions with regard to students, employees and members of the public. This intention is to promote and support freedom of expression in manners consistent with OCCC's educational mission and safety for all members of the OCCC community.

BP 3900: Freedom of Expression (Summary)
Policy References: NWCCU Standard 2.B.2

OCCC upholds the right of students, employees, and the public to free expression, while setting reasonable time, place, and manner rules to ensure safety and the orderly operation of the College. Speech that threatens violence, disrupts operations, or violates laws or College policies (e.g., harassment, bullying, obscenity) is not permitted. The full text of this and all Board Policies can be found in the PRFR Appendix.

Additionally, the Student Rights and Responsibilities statement (contained in the 2024-2025 Catalog) and a Library Intellectual Freedom Statement provide guidance consistent with BP 3900.

Student Rights and Responsibilities: Academic Freedom

Students have the right of free discussion, inquiry, and expression. Students may take reasonable exception to the data or views offered in any course of study and retain personal judgment about matter of opinion. Students will be evaluated solely on academic performance.

Students will be protected against capricious or arbitrary academic evaluation. Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors or advisors is confidential.

2.B.1 and 2.B.2 Submitted Evidence

Regarding Faculty

1. Board Policy 4030 Academic Freedom (**PRFR Appendix 1**, #1: BP Manual)
2. Faculty Handbook 23-24, page 38 (revision in progress for 25-26) excerpted in narrative. • **Link**
3. 2023-2028 Faculty Contract, Article 10, page13-14 (**PRFR Appendix 2**, #4, Faculty CBA)

Regarding Students and Staff

4. Board Policy 3900 Freedom of Speech (**PRFR Appendix 1**, #1: BP Manual)
5. 2024-2025 Catalog, Students Rights and Responsibilities (**PRFR Appendix 3**: Catalog, #1)
6. Library Intellectual Freedom Statement excerpted in narrative. • **Link**

Standard 2.C: Policies and Procedures

Standard 2.C.1

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

OCCC's policies related to credit transfer are provided on the Transcripts page of the College website. Within the Transcripts page, the following transfer-of-credit processes are described:

- Obtaining transcripts for courses taken at OCCC
- Receiving credit for courses taken at another institution
- Transcript evaluation
- International coursework
- Veteran Transfer Credit
- AP, SAT, and International Baccalaureate (IB) exams

OCCC's Credit for Prior Learning policy is on a separate web page, and provides guidance and policy for Credit by Examination, CLEP, math and licensure.

Oregon State Transfer Resources

As Oregon higher education is not a "system," intra-institution transfer requires voluntary coordination and cooperation. Historically this has led to delays and credit loss upon transfer. Leadership for better transfer practices and outcomes has become part of the work of the Higher Education Coordinating Commission and is also of interest to the Oregon legislature. The HECC web page Oregon's Statewide Work to Streamline Student Transfer describes the work to date including Transfer Maps and Common Course Numbering. In addition, the HECC provides a student resource for transfer, Tools for Transfer, which provides transfer information for students contemplating or in-progress in Oregon post-secondary education.

2.C.1 Submitted Evidence

1. Transfer of Credit Policies (**Link** to Transcripts page; on that page are listed the following:)
   - OCCC Transcripts
   - Receiving credit for courses taken at another institution
   - Transcript evaluation
   - International coursework
   - Veteran Transfer Credit
   - AP, SAT, and International Baccalaureate (IB) exams
2. Credit for Prior Learning Policy • **Link**
3. HECC web page Oregon's Statewide Work to Streamline Student Transfer • **Link**
4. HECC Web page Oregon's Tools for Transfer – The Oregon Transfer Compass • **Link**

Standard 2.C.2

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

OCCC maintains levels of policies and procedures related to student rights and responsibilities encompassing the areas of academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Overall student rights and responsibilities are delineated in Board Policy 5500: Student Rights, Responsibilities, and Conduct, and the annual college catalog also includes a section on Student Rights and Responsibilities. In addition, the College provides additional guidance and documentation for specific aspects of student rights and responsibilities.

Academic Honesty is addressed via Administrative Policy 5540: Academic Integrity, as well as having its own section in the annual catalog and on the College's Academic Policies web page. Guidance for Student Conduct is also provided in the annual catalog and on the College's Practices and Procedures web page. The process for Appeals and Grievances is described in Administrative Policy 5530: Student Complaints, and students are guided through the process via a web page devoted to Complaints, Feedback and Appeals.

Board Policy for Students with Disabilities is provided by Board Policy 5140: Student Accessibility Services and Board Policy 3440 Service/Assistance Animals. Further procedural guidance is provided via the landing page for Student Accessibility Services, Administrative Policy 5140: Student Accessibility Services, and the College Practices and Procedures web page under Services for Students with Disabilities. The library also publishes a Library ADA Compliance policy.

2.C.2 Submitted Evidence

1. OCCC Board Policy Manual (**PRFR Appendix 1**, #1)
    - Board Policy 5140 Student Accessibility Services
    - Board Policy 3440 Service/Assistance Animals
    - Board Policy 5500 Student Rights, Responsibilities and Conduct
2. OCCC Administrative Policy Manual (**PRFR Appendix 1**, #2)
    - Administrative Policy 5540 - Academic Integrity
    - Administrative Policy 5530 – Student Complaints
    - Administrative Policy 5140 – Student Accessibility Services
3. OCCC Catalog (Links and **PRFR Appendix 3**, #1)
    - OCCC Student Rights and Responsibilities • **Link**
    - Academic Integrity • **Link**
    - Student Discipline • **Link**
4. College Academic Policies • **Link**
5. College Practices and Procedures Pages Links
    - Student Accessibility Services • **Link**
    - Student Discipline/Guidelines for Student Conduct • **Link**
    - Library ADA Compliance • **Link**
    - Services for Students with Disabilities • **Link**
6. College Feedback and Complaints Page Link
    - Appeals and Grievances • **Link**

Standard 2.C.3

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Oregon Coast Community College is an open-entry, publicly funded institution. High school graduates or non-high school graduates aged 16 or older, are eligible for admission.

Students under 16 years of age with college-level academic ability and the maturity and personal skills required for a successful college experience may be provisionally admitted to OCCC. The College reserves the right to request additional information and/or deny any underage admission.

After admission, OCCC uses a student-centered tailored advising approach to guide enrollment in specific courses. OCCC utilizes a multiple-measures placement model. Success Coaches facilitate a conversation, using a comprehensive evaluation of each student's academic history and goals. Tools include high school GPA, relevant coursework, GED scores, and placement guides created by faculty.

For degree- and certificate-seeking students, the admission and placement policies and processes are available in the catalog and on the College website. Although OCCC has an open admissions policy, certain limited-entry programs (Aquarium Science, Medical Assisting, Emergency Medical Services, and Nursing) have specific entrance requirements. (For limited-entry programs, students contemplating enrollment are directed via the website to understand the specific program entry requirements.)

Admission and Placement: Degree- and Certificate-Seeking Students

The College website and the College catalog guide students through the admissions and placement steps, as follows:

- Step 1: Complete College admission process and be assigned student email.
- Step 2: Schedule a meeting with a Success Coach and gather the following materials as available
  - ACT and/or SAT Scores
  - GED Scores
  - Smarter Balanced Scores
  - Advanced Placement (AP) Subject Area Test Scores
  - International Baccalaureate (IB) Test Scores
  - Transcripts for prior college credit
  - Readiness to talk about your aspirations
  - A list of questions to discuss
- Step 3: Attend the Success Coach Appointment scheduled in Step 2. At this one-on-one meeting with a Student Success Coach, students will receive:
  - Financial Aid Information
  - Academic Planning
  - Referrals to other services at the College
  - Testing
  - Disability Services

- • Career and Transfer Planning
  - • Step 4: Attend an Academic Orientation (Required for all new credit students.)
  - • Step 5: Register for the classes selected during the individual Success Coach appointment
  - • Step 6: Pay tuition and fees

Continuation and Termination from Educational Programs: Satisfactory Academic Progress

All certificate- and degree-seeking students must maintain Satisfactory Academic Progress (SAP). Students who do not maintain SAP become subject to progressive monitoring which can result in academic suspension. Students in limited-entry programs may have additional requirements to maintain their program enrollment.

OCCC has two different policies regarding satisfactory academic progress: Academic Standing and Financial Aid. For Academic Standing, all degree- and certificate-seeking students are evaluated using the following criteria based on credits earned at OCCC since Summer 2020 term (effective date of independent accreditation).

1. Cumulative GPA of at least 2.0
2. Cumulative credit completion rate of at least 67%

At the end of each academic term the Enrollment Services Manager/Registrar will evaluate the academic progress of degree- and certificate-seeking students based on the criteria listed above. The Registrar will send an electronic notification, prior to the start of the next term, to each student placed on Academic Probation, Academic Warning, or Academic Suspension, outlining any required steps.

GOOD ACADEMIC STANDING

Students are considered in good academic standing if they have a cumulative GPA of at least 2.0 and a cumulative credit completion rate of at least 67%.

ACADEMIC WARNING

Students are considered on academic warning if their cumulative GPA is below 2.0 or their cumulative credit completion rate is below 67%.

Students will be reinstated to good academic standing as soon as their GPA is 2.0 or higher and have a cumulative credit completion rate of at least 67%.

ACADEMIC PROBATION

Students are placed on academic probation after a term on academic warning if their cumulative GPA is below 2.0 or their cumulative credit completion rate is below 67%.

ACADEMIC SUSPENSION

Students are placed on academic suspension if their cumulative GPA remains below 2.0, or their credit completion rate is below 67% for a third consecutive term. A hold will be placed on a student's account preventing them from registering. If the student has already registered for courses, all courses will be dropped.

Students will have the right to appeal their academic suspension status by submitting an appeal by Thursday of week one of the term. The appeal will be reviewed by the Office of the Vice President of Academic and Student Affairs. As part of the appeal process, the Office may require that the student complete one or more of the following conditions: Participate in 10 hours of documented tutoring; Limit enrollment during

their next term or terms of attendance; Limit course format (example: online or face to face). The Office of the Vice President for Student Affairs has discretionary power to work within these guidelines to implement any conditions if warranted, or to extend them as deemed appropriate.

Limited Entry Admissions and Placement

The following programs are limited entry at OCCC. Each program has information about application processes and requirements on their respective web pages. Program specific handbooks and admission packets are provided to applicants who wish to be considered for admission.

AQUARIUM SCIENCE PROGRAM

The Aquarium Science Program offers a comprehensive two-year Associate of Applied Science (AAS) degree and a one-year Certificate that is open only to individuals who already possess a Bachelor's degree in a life-science area. Both the Certificate and the AAS provide theory and practical experience designed to prepare students for a career in aquatic animal husbandry. Enrollment in the Aquarium Science Program is limited. Information about application processes and requirements are on the AQS website.

NURSING AND HEALTH PROGRAMS

OCCC offers the following program options in Nursing and Health. All have additional and specific criteria for entry. At a minimum, most of these programs require a satisfactory criminal history background check and any employer related drug screening will be mandatory to qualify for clinical rotations and state licensure. An advising guide for applicants is provided on each program web page that lists pre-requisites and a high-level description of the process for admission and placement if applicable.

ASSOCIATE OF APPLIED SCIENCE DEGREE IN NURSING

This two-year degree is a combination of nursing and transfer credits. This Associate Degree qualifies you to take the National Council Licensure Exam (NCLEX – RN) to become a Registered Nurse (RN).

LPN-RN PROGRAM

OCCC now offers a LPN-to-RN Bridge Program. This program offers those with an active and in good standing Oregon LPN license a straightforward and accessible path to becoming a Registered Nurse.

PRACTICAL NURSING CERTIFICATE

The Practical Nursing Certificate offers a one-year curriculum for students seeking to become a Licensed Practical Nurse (LPN). This certificate qualifies you to take the National Council Licensure Exam (NCLEX) to become a Licensed Practical Nurse (LPN).

MEDICAL ASSISTANT CERTIFICATE

The Medical Assistant Program prepares students for entry level employment in a clinic or a variety of other healthcare settings. Program graduates will have the academic, administrative, and clinical skills necessary for an allied healthcare professional.

EMERGENCY MEDICAL TECHNICIAN

Emergency Medical Technician (EMT) courses train students to take the state certification tests for the EMT Basic level. The courses are accredited by the Oregon Department of Education and the Oregon State EMS office. The EMT Basic courses are applicable to the Associate of Applied Science Paramedic Degrees at other Community Colleges in Oregon.

NURSING ASSISTANT PROGRAM

The OCCC Nurse Assistant Program (NUR101) is an eight (7) credit, 120-hour course fulfilling the Oregon State Board of Nursing requirements for certification as a nursing assistant. The lecture portion of this course is taught online through independent study. It typically takes 40 hours or more to complete. Students spend 40 hours in the skills lab and 40 hours in a licensed healthcare facility, gaining hands-on clinical experience.

2.C.3 Submitted Evidence

1. College Catalog (**PRFR Appendix 3**, #1)
   - Admissions pg. 140
   - Degree and Certificate Program information, including limited entry requirements, pgs. 192-218.
2. College **Website**
   - Admissions page • **Link**
   - SAP: Satisfactory Academic Progress • **Link**
3. Limited Admissions Programs (**PRFR Appendix 3**: Student and Academic Affairs)
   - Aquarium Science
   - AQS Handbook
   - The Aquarium Science Program (AQS) Admissions, Exclusion and Re-entry Processes
   - AQS Website • **Link**
4. Nursing and Health Programs (**PRFR Appendix 3** Student and Academic Affairs))
   - Nursing and Health web page • **Link**
   - Associate of Applied Science Degree in Nursing Application
   - LPN-RN Program Application
   - Nursing Assistant Policy Manual
   - Nursing Assistant Lincoln County School District Program Description
   - EMT Application
   - Medical Assisting Program Application 2025-2026 Academic Year
   - Medical Assistant Handbook
   - Nursing Dismissal Policy

Standard 2.C.4

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

OCCC adheres to comprehensive student records retention procedures, including provisions for confidentiality, release, and reliable and retrievable backup of those records. Board Policy 5040: Education Records, Directory Information, and Privacy is most central to management of student records, with additional expectations established in Board Policy 3800: Personal Data Protection, and Board Policy 3310: Records Retention and Destruction. Students are informed of their rights with regard to their student records in the catalog and on the website. Employees complete annual FERPA training via the automated Vector employee training platform.

BP 5040 establishes that:

- Student records will be managed according to all requirements set forth by the US Department of Education including the Family Education Right to Privacy Act (FERPA).

- Student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records.

- Implementation of appropriate safeguards to assure that student records cannot be accessed or modified by any person not authorized to do so.

- Any currently enrolled or former student of Oregon Coast Community College has a right of access to any and all student records relating to them maintained by OCCC.

- No representative of OCCC shall release the contents of a student record to any member of the public without the prior written consent of the student other than directory information.

- Students shall be notified of their rights with respect to student records, including the definition of directory information contained herein, and that they may limit the information.

- OCCC defines and limits directory information to include only the following student information:

    - Name
    - Dates of attendance
    - Major field of study
    - Enrollment status (e.g. undergraduate, full-time or part-time)
    - Honors awarded
    - Certificate(s) and degree(s) conferred

Records Retention

In the absence of a formal administrative policy, OCCC operates in accordance with Oregon Administrative Rule 166-450-0120, which states that student records including grades and transcripts must be retained for a minimum of 75 years. Retention periods for additional forms of academic records are stated in this Administrative Rule and are followed by OCCC staff and faculty.

Student Record Procedures for Data Protection (Technical Details)

Online systems that produce and contain student records include the Student Information System (Anthology), the learning management platform (Canvas), and the email system (Microsoft tenant). These systems are all secured using the Microsoft SAML authentication, and Multi-Factor Authentication tied to a student's phone Authenticator app and some personal biometric (facial recognition, fingerprint, etc.) that provides several layers of accurate security on accessing these systems.

Student record data is backed up and encrypted every day using backup software. Access to the on-premises servers is logged and controlled through the Microsoft authentication system, and access passwords are changed on a scheduled basis.

Access to the salient sections of Anthology is moderated by a lengthy and well-defined set of permissions, with fine-grain access to overrides and information granted by a team of four administrators.

Permissions set up for an individual are dependent on the workflows necessary for that individual, as previously defined during the setup phase of Anthology. Similarly, permissions are established in Canvas and Microsoft based on job description requirements. Additional permissions and access are granted based on demonstrated need, with the greatest possible level of granularity.

Student education records are saved within OCCC's Student Information System and maintained by the Registrar. OCCC follows federal FERPA guidelines regarding the release of student records and confidentiality. There are three administrators who have the rights and access to delete student records entirely.

The previous SIS records are technically records under Portland Community College, due to the contracting college arrangement in place from 2014 to 2019-2020, when OCCC earned independent NWCCU accreditation. At that time, OCCC changed its SIS from SharkNet to Anthology. OCCC's SharkNet records are protected by an encapsulated, insulated network to which only five people have access. The access is an internal Active Directory structure, separate from the Active Directory on the College's outside network, and is only visible through a secured Remote Desktop connection from well-defined machines based on campus.

2.C.4 Submitted Evidence

1. OCCC Board Policy Manual (**PRFR Appendix 1**, #1)
   • Board Policy 3310 – Records Retention and Destruction
   • Board Policy 3800 – Personal Data Protection
   • Board Policy 5040 - Education Records, Directory Information, and Privacy
2. Vector Employee Training (FERPA) Log-in • **Link** (Course content available upon request.)
3. Oregon Administrative Rule 166-450-0120 • **Link**
4. OCCC Web page Student Records Rights • **Link**
5. OCCC 2025-2026 Academic Catalog 2025 (**PRFR Appendix 3**, #1)
   • Directory Information pg. 33
   • FERPA pg. 34
   • Student Records pg. 38

Standard 2.D: Institutional Integrity

Standard 2.D.1

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

Oregon Coast Community College represents itself clearly, accurately and consistently through its announcements, statements, and publications. Public-facing communications are coordinated and finalized by the Office of Engagement and when appropriate in coordination with the President's Office. Public statements are shared via the College web page, media interviews, and social media. The Vice President of Engagement serves as the Public Information Officer (PIO) in situations warranting that designation. The Accreditation Liaison Officer advises the President and VP of Engagement regarding NWCCU parameters for institutional representation.

Academic Programs: Procedures for Review of Published Materials

Oregon Coast Community College routes all requests for published materials for academic programs through the Office of Engagement. This allows the College to ensure accurate representation as well as brand and style continuity even across a variety of media channels and different academic program areas. One exception to this program is the College Catalog, which is created, updated, and managed directly by the College's Office of Academic and Student Affairs, to ensure accuracy and minimize delays.

All published materials are vetted, in draft form, with the VP or Director of the relevant area for accuracy and consistency, as well as against the College's Style and Branding guide. Such materials for academic programs may include:

- Traditional printed brochures
- E-brochures designed for access from mobile devices
- Rack cards and other printed assets
- Press releases
- "Post-up" banners and signage
- Promotion within the 'Catch the Wave' noncredit course schedule
- Occasional promotion on other channels, such as Spotify, Google, and via other means.

After design and content approval by Engagement team members, and subsequent final approval by originating departments, materials requisitions are made by Engagement staff and orders are placed with vendors selected by the Engagement team based on the specifics of each particular project.

Academic Programs: Time to Completion

Oregon Coast Community College publishes clear, accessible and accurate information regarding time to complete various academic programs. Time to completion is provided in both program maps available on the College's website and included in program marketing brochures.

Services Available to Students

In accordance with students' preferred communication channels, clear, accurate and consistent information about services for students is provided via the College's website. Below is a screenshot of the landing page for Student Affairs.
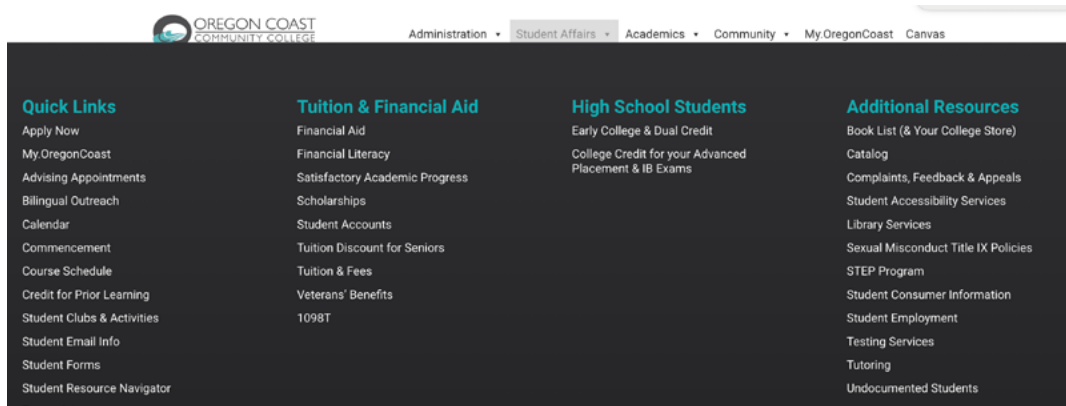
In addition to the website, students are notified of relevant resources using a "just in time" approach, including student listserv emails, Canvas (LMS) announcements, and faculty listserv emails about services available to students. Ongoing accuracy of the Student Affairs web page and all additional student and faculty communication channels is monitored in real time by the VP of Academic and Student Affairs, and the Dean of Academic Foundations.

2.D.1 Submitted Evidence

1. Narrative description (above) of procedures or process for reviewing published materials for academic programs
2. Narrative description (above) of procedures or process for reviewing published materials about services available to students
3. College's Style and Branding Guide **Link**
4. Time to Completion Examples
   - Program Map Aquarium Science: 2-Year Degree Program **Link**
   - Program Map Aquarium Science: One-Year Certificate Program **Link**
   - Brochure Business: ASOT-B Transfer Degree E-Brochure **Link**
   - Brochure Teacher Education Pathway E-Brochure **Link**

Standard 2.D.2

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Oregon Coast Community College advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including its dealings with students, employees, the public, NWCCU, and external organizations. Documented complaint processes provide clear accountability.

Ethical Standards in Management and Operations

BOARD

The College's Values Statement is contained in Board Policy 1300, as follows:

The Board of Education and the College community believe that certain fundamental standards characterize the institution in which we work and guide us in the accomplishment of our mission. These standards are:

A. The dignity and worth of each individual

B. Effective teaching and learning

C. Educational and personal growth of the individual

D. Open and honest communication

E. Teamwork and cooperation

F. An environment that encourages the expression of diverse ideas and solutions.

The Board of Education establishes ethical standards for Board members via Board Policy 2715: Code of Ethics/Standards of Practice, and each member annually reaffirms their commitment to these standards. Particularly relevant to Standard 2.D.2 are these commitments to: Act only in the best interests of the entire community; Ensure public input into board deliberations, adhering to the law and spirit of the open meeting laws and regulations, and prevent conflicts of interest and the perception of conflicts of interest.

EMPLOYEES

Employees are provided further guidance on ethical standards including specific examples of disallowed behaviors via the OCCC Employee Resources web page, in section C.6: Employee Conflict of Interest. This document provides specific guidance on conflict of interest, and clarifies ethical standards for college employees, with the full statement provided below. New employees are introduced to the OCCC Employee Resources web page during on boarding, and continuing employees are reminded periodically to review and refresh their understanding.

OCCC EMPLOYEE RESOURCES WEB PAGE: EMPLOYEE CONFLICTS OF INTEREST

Employees of OCCC are public sector employees and shall not use their employment to attain personal benefit. OCCC employees shall avoid acts which place personal or private interests above the pursuit of public interest. Additionally, OCCC employees shall not use their official position or office to obtain financial gain (other than official salary, honoraria, or reimbursement of expenses) for any member of their household or for any business which they or a member of their household are associated.

Employees will notify their Executive Team (ET) member, in writing, of any potential conflict of interest.

The general provisions prohibit certain conduct:

1. You may not use your public position in any way to obtain financial gain for (a) yourself, (b) your household, or (c) a business with which you or a member of your household is associated.

2. You may not solicit or receive, during a calendar year, gifts with an aggregate value of over $50 from a source that has a legislative or administrative interest in your office or position. (Travel reimbursements from the host or sponsor of an office related event are not prohibited.)

3. You may not use government property or facilities for private benefit.

4. Private business shall not be conducted during assigned College working hours.

5. You may not use College supplies, facilities, equipment, and personnel to carry out private business.

6. College officials shall not receive private compensation for performing their College duties.

7. You may not use confidential information received because of your OCCC position for private gain.

Complaints and Grievances: Fair, Equitable, Timely

OCCC ensures that complaints and grievances are addressed in a fair, equitable, and timely manner. Someone with a complaint or concern can start their process on the College's Feedback and Complaints page, from which they can access specific procedures depending on type of complaint: discrimination, sexual harassment, student complaints, and employee or third-party complaints. Complaints that are received outside of the website (President's Office, Board of Education, support staff) are referred to the appropriate starting point, depending on the nature of the complaint.

DISCRIMINATION

Board and Administrative Policies establish parameters regarding discrimination (Board Policy 3410: Non-discrimination, and Administrative Policy 3410: Nondiscrimination). A link for Discrimination complaints is in the footer for all web pages.

SEXUAL HARASSMENT/TITLE IX

Board Policies and Administrative Policies establish parameters regarding sexual harassment and Federal Title IX (Board Policy 3430: Prohibition of Harassment; Board Policy 3433: Prohibition of Sexual Harassment under Title IX; AP 3430 Harassment; AP 3433: Prohibition of Sexual Harassment under Title-IX; AP 3434: Responding to Harassment Based on Sex under Title-IX). The College website also includes a Title IX Gender-Based and Sexual Misconduct Policy web page.

STUDENTS

AP 5530 details the process to respond to student complaints, including timelines and contact information for filing complaints with OCCC's accreditor and with state approval or licensing entities that would appropriately handle a student's complaint. From the College's Feedback and Complaints page, students will also find links to Grade Appeals and Satisfactory Academic Progress Appeals.

The Office of the Vice President of Academic and Student Affairs (VPSA) maintains the records of all formal student complaints as well as the outcome of complaints via a shared document for a minimum of seven years. These records are stored on a secure online filing system only accessible to authorized personnel within the VPSA office.

This secure file contains all qualifying student complaint records, including the initial complaint, summaries of interviews, documentary evidence, and the final outcome of the complaint, including any remedies or actions taken.

EMPLOYEES AND THIRD PARTIES

The College provides a grievance procedure to promote prompt and responsible resolution of issues raised by staff and administrators. Employees covered by labor agreements will follow grievance procedures in the appropriate collective bargaining agreement.

Third party/External complaints are to be made in writing to the Director of Human Resources, who will then route the complaint to the relevant area of the College for resolution.

2.D.2 Submitted Evidence

1. OCCC Board Policy Manual (**PRFR Appendix 1**, #1)
   - Board Policy 1300: College Values
   - Board Policy 2715: Code of Ethics/Standards of Practice
   - Board Policy 3410: Nondiscrimination
   - Board Policy 3430: Prohibition of Harassment
   - Board Policy 3433: Prohibition of Sexual Harassment under Title IX
2. OCCC Administrative Policy Manual (**PRFR Appendix 1**, #2)
   - AP 3410: Nondiscrimination
   - AP 3430: Harassment
   - AP 3433: Prohibition of Sexual Harassment under Title-IX
   - AP 3434: Responding to Harassment Based on Sex under Title-IX
   - AP 5530: Student Complaints
3. OCCC Employee Resource Web page C-6 Employee Conflicts of Interest **Link**
4. Notice of Nondiscrimination (link in website footer for all web pages) **Link**
5. Annual Affirmation Board Code of Ethics **Link**
6. Feedback and Complaints **Link**
7. Title IX Policies **Link**
8. Satisfactory Academic Progress Appeal **Link**
9. Financial Aid SAP Policy **Link**
10. Grade appeal **Link**
11. Employee Grievance **Link**

Standard 2.D.3

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

    Board Policy 2710 prohibits conflicts of interest for board members. Board Policy 7135 delegates authority to the President and the Office of Human Resources to develop standards governing faculty outside employment and activities consistent with current collective bargaining agreements, including disclosure of potential conflicts of interest as required by Oregon ethics law, and procedures for reporting and hearing potential or actual conflict of interest complaints. The Faculty and Staff Resource Page, Section C6: Ethics addresses conflicts of interest. Administrative Policy 7310 defines and prohibits nepotism.

2.D.3 Submitted Evidence

1. OCCC Board Policy Manual (**PRFR Appendix 1**, #1)
   - BP 2710: Conflicts of Interest
   - BP 7135: Faculty Outside Employment
2. OCCC Administrative Policy Manual (**PRFR Appendix 1**, #2)
   - AP 7310: Nepotism
3. Faculty and Staff Resources - Section C6: Conflicts of Interest **Link**

Standard 2.E: Financial Resources

Standard 2.E.1

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

In support of its mission and programs, OCCC maintains financial stability by carefully monitoring resources and expenditures, appropriately managing risk and debt, meeting short-term commitments, and planning strategically for long-term obligations. OCCC mitigates financial risks by maintaining and updating conservative revenue projections throughout the year, pursuing mission-related grants and contracts, and expanding or creating instructional programs based on projected enrollment, capacity, and revenue impact. The operating budget's planning and development process considers all uncommitted revenue sources. Also, per Board Policy 6250, the unrestricted general reserve shall be no less than 10% of budgeted expenditures.

OCCC Board Policy 6320: Investments governs the investment of OCCC's funds based on the following criteria: preservation of principal, investment program sufficiently flexible to permit the College to meet all operating requirements, avoid transactions that might impair public confidence.

Quarterly updates regarding revenues, expenses, and fund balances are provided throughout the year at Board meetings. OCCC maintains its financial records in accordance with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. OCCC contracts with independent auditors to perform an annual audit of the College's financial records.

The auditor presents the audit findings to the Board of Education during a regular meeting. Prior to that meeting, the audit report and financial statements are sent to the Board for review. The audit findings and comprehensive financial statements are also reviewed by the President and the Vice President of Administrative Services. The full audit report and financial statements are available online on the OCCC Administrative Services web page.

The following Board Policies and Administrative Policies along with associated procedures govern the College's use of financial resources.

1. BP 6100: Delegation of Authority, Business and Fiscal Affairs
2. BP 6150: Designation of Authorized Signatures
3. BP 6200: Budget Preparation
   - AP 6200: Budget Preparation
4. BP 6250: Budget Management
   - AP 6250: Budget Management
   - AP 6255: Request Change in Budget Authority
   - AP 6260: Appropriation Transfers
   - AP 6265: Interfund Loans
5. BP 6300: Fiscal Management
   - AP 6310: Reserve Funds
   - AP 6312: Bond Management
   - AP 6315: Tuition Refunds
6. BP 6320: Investments
   - AP 6320: Investment Strategy

7. BP 6330: Purchasing
   - AP 6330: Purchasing
8. BP 6340: Bids and Contracts
9. BP 6400: Financial Audits
   - AP 6400: College Audit
10. BP 6455: Travel
11. BP 6540: Insurance and Risk
12. BP 6900: Auxiliary Services Including Bookstore

2.E.1 Submitted Evidence

1. OCCC Board Policy and Administrative Policy Manuals (**PRFR Appendix 1**, #2)
   - BP 6100: Delegation of Authority, Business and Fiscal Affairs
   - BP 6150: Designation of Authorized Signatures
   - BP 6200: Budget Preparation
   - AP 6200: Budget Preparation
   - BP 6250: Budget Management
   - AP 6250: Budget Management
   - AP 6255: Request Change in Budget Authority
   - AP 6260: Appropriation Transfers
   - AP 6265: Interfund Loans
   - BP 6300: Fiscal Management
   - AP 6310: Reserve Funds
   - AP 6312: Bond Management
   - AP 6315: Tuition Refunds
   - BP 6320: Investments
   - AP 6320: Investment Strategy
   - BP 6330: Purchasing
   - AP 6330: Purchasing
   - BP 6340: Bids and Contracts
   - AP 6400: College Audit
   - BP 6400: Financial Audits
   - BP 6455: Travel
   - BP 6540: Insurance and Risk
   - BP 6900: Auxiliary Services Including Bookstore
2. College Financial Report & Management Letter 2024 (**PRFR Appendix 4**, #2) • **Link**

Standard 2.E.2

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Financial Planning at OCCC

OCCC's financial planning and budget development policies and practices ensure appropriate available funds through the realistic development of financial resources and comprehensive risk management. Policies and practices adhere to state regulations, reflect recognized standards, and offer meaningful opportunities for stakeholder participation. The annual budget is designed to fulfill the mission of the College, and to advance strategic priorities. The integration of strategic and financial planning processes is fundamental to the fiscal strength and sustainability of OCCC. The financial planning process relies upon the College Strategic Plan (CSP) to guide the allocation of funding, as documented in the President's Budget message portion of the annual budget.

OCCC strategically manages its enrollments and resources per state regulations and institutional policies. It carefully develops its budget, which draws from clearly defined revenue components: state allocations (Community College Support Fund/CCSF), locally controlled tuition, and property taxes.

Per Board Policy 6200: Budget Preparation, OCCC's budget development shall meet the following criteria:

- The annual budget shall support the College's strategic and educational plans.

- Assumptions upon which the budget is based are presented to the Board of Education for review.

- A schedule is provided to the Board of Education by September 1 of each year that includes dates for presentation of the tentative budget, public hearing(s), Board of Education meetings related to budget development, and approval of the final budget. At the public hearings, interested persons may appear and address the Board of Education regarding the proposed budget or any item in the proposed budget.

- Changes in the assumptions upon which the budget was based shall be reported to the Board of Education in a timely manner.

- Budget projections address long-term goals and commitments.

Funding and Risk

Oregon provides state funding supporting educational and operational expenses at Oregon's 17 community colleges via the Community College Support Fund. The CCSF distribution formula aims for equitable distribution of public resources per student, considering both CCSF and local property tax dollars. The CCSF formula incorporates a base payment specifically designed to address the needs of smaller community colleges including OCCC. An additional amount is added for districts with a funded Full-Time Equivalent (FTE) level below 1,100 FTE. Historically the CCSF formula was solely enrollment driven (apart from the small school base). The CCSF accounts for both student enrollment and the equalization of impact of local property tax revenue collected by the community college service districts. The distribution formula has recently changed to include an outcomes-based component (enrollment, completion and success, under-served populations). The model

change was implemented in 2025 at a minimal level and will escalate over time until it represents 10% of the CCSF.

The second source of college funding is Tuition and Fees. Board Policy 5201: Tuition and Fees establishes an expectation of annual tuition increases on inflation adjustments. Additionally, BP 5201 establishes that based on recommendations from the President, the Board will also consider tuition increases beyond the inflationary adjustment, based on other revenue and expense considerations.

Mitigation of risk is an important foundation of OCCC's financial planning. Risk is addressed via conservative planning assumptions, ongoing monitoring, and contingency funding. Annual planning assumptions tend conservative. In general, budget assumptions regarding revenue trend toward lower expectations, and assumptions regarding expenses trend towards upper ranges of what could occur. Once adopted, careful monitoring of ongoing expenses and trends occurs throughout the year. Board Policy 6250 establishes that unrestricted general reserves shall be no less than 10% of budgeted expenditures, and annual budget development seeks to exceed the minimum when resources allow. For example, the 2025-26 budget provides a 12% contingency in the General Fund. OCCC also maintains a Board-directed Reserve Fund typically used to fund special projects such as replacement of the ERP. The 2025-26 budget augmented the Reserve Fund to a balance of over $1,800,000.

Finally, trend analysis of expenses and revenues over time drives course corrections. Due to the already described approach to planning assumptions, the year-end fund balance can contribute to the next year's budget resources. The extent to which one-time resources in the General Fund support on-going expenses (mainly personnel) can present a fiscal risk, and as such is carefully monitored. During 2024-25, the President worked with the Board of Education to establish a goal to reduce reliance on one-time funding for ongoing expenses (in the General Fund) from 11% to 7% over a four-year period. Through a Budget Alignment Process (BAP) over the past two years, the reliance on one-time funding in the General Fund has decreased to 9.5%.

Stakeholder Engagement

OCCC's annual operating budget development process is incremental and transparent. From January to June, regularly scheduled planning and budgeting activities help to inform the College and solicit input from campus members. The following table shows the timeline for OCCC's integrated budget and planning processes, beginning in January. Some related stakeholder engagement activities which include budget communications occur throughout the year, these include College Council, Town Halls, the Budget Alignment Process, and departmental-level budget discussions.

Oregon Coast Community College Budget Development Calendar

Month	Activity	Responsible Party	Engagement
Jan-Mar	Identify strategic priorities for the budget using Core Themes & the current Strategic Plan. Review and prioritize resource requests from SPARE/C's. Develop initial budget assumptions for revenue and define cost escalators for expenditures. Work with departments and college committees to determine operational budgets.	Exec. Team and VP of Administrative Services	College Committees & Departments
Feb-Mar	Review tuition and fees and hold student forums to provide fiscal information and gather feedback if increases are under consideration.	ET President & VPAS	Students

Month	Activity	Responsible Party	Engagement
Feb-Mar	Project grant opportunities and outside-agency program support where relevant.	ET	Departmental Staff & Faculty
Mar-April	Determine funding for prioritized SPARE/C requests	ET	
Mar-April BOE Meetings	Consideration of Tuition and Fees	Board of Education (BOE)	Public Meeting
April	Compile area budgets into a draft college-wide proposed budget	VPAS	
April	Review proposed budget to understand available resources and make funding recommendations for planning priorities.	ET	
April-May	Engage with the campus community regarding legislative updates, fiscal information & budget assumptions and gather any feedback.	President and VPAS	Staff and Faculty
May	Review and refine proposed budget	President and ET	
May	In odd-numbered years according to the Oregon Legislative Session schedule, await new biennium State Community College Support Fund funding decisions	VPAS	
May	Publish notice of Budget Committee Meeting	VPAS	
May	Finalize budget assumptions and reconcile the proposed budget schedules	VPAS	
May	Finalize proposed budget for presentation to the Budget Committee	President and VPAS	
May	President presents proposed budget and budget message to Budget Committee for discussion and possible revision Budget Committee approves proposed budget and makes recommendation to BOE	Seven BOE directors with seven appointed community members	Public Meeting
June	Publish notice of Budget Hearing(s) – an additional hearing and notice is required for a supplemental budget	VPAS	
June	Budget Hearing(s) then regular Board meeting where BOE adopts the approved budget and any supplemental budget	Board of Education	Public Meeting

Month	Activity	Responsible Party	Engagement
June	Communication back to SPARE/C authors – departments and college committees – regarding resource request outcomes	ET	
July	Budget Resolutions submitted to County	VPAS	

Financial Planning and Monitoring: Policies and Procedures

1. BP 5201: Tuition and Fees
2. BP 6200: Budget Preparation
   - AP 6200: Budget Preparation
3. BP 6250: Budget Management
   - AP 6250: Budget Management
   - AP 6255: Request Change in Budget Authority
   - AP 6260: Appropriation Transfers
   - AP 6265: Interfund Loans
4. BP 6300: Fiscal Management
   - AP 6310: Reserve Funds
   - AP 6312: Bond Management
   - AP 6315: Tuition Refunds
   - AP 6320: Investment Strategy
   - AP 6330: Purchasing
5. BP 6320: Investments
   - AP 6320: Investment Strategy
6. BP 6330: Purchasing
   - AP 6330: Purchasing
7. BP 6340: Bids and Contracts
8. BP 6400: Financial Audits
   - AP 6400: College Audit
9. BP 6540: Insurance and Risk
10. BP 6600: Capital Construction

2.E.2 Submitted Evidence

1. President's Budget Message 2025 pg. 1-7 (**Link** and **PRFR Appendix 4**, #3)
2. College Strategic Plan (CSP) (**PRFR Appendix 4**, #11)
3. Budget Alignment Process announcement email (**PRFR Appendix 4**, #4)
4. College Council President's Update re Budget (**PRFR Appendix 4**, #5)
5. Student Forum Handouts (**PRFR Appendix 4** #6)
6. OCCC Business Office Internal Control Procedures (**PRFR Appendix 4**, #7)

Standard 2.E.3

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Oregon Coast Community College's financial resources are managed transparently with Board and Administrative financial policies and procedures ensuring effective oversight and regulatory compliance. As a publicly funded institution, OCCC follows all expectations of Oregon Budget Law as enumerated in the Oregon Department of Revenue Local Budgeting Manual.

The College utilizes the Oregon Attorney General's Model Public Contracting Rules as a framework for its contracting and purchasing procedures. These rules, along with Oregon Revised Statutes (primarily ORS 279A, ORS 279B, and ORS 279C) and Board policy, govern how OCCC procures goods and services.

Throughout the year, the Vice President of Administrative Services (VPAS) provides financial analysis reports to update and facilitate Board oversight of the operating budget.

The budget is a recurring discussion item during the Executive Team's weekly meetings, both during development and throughout the rest of the year for monitoring. The Board approves the operating budget, general student fees, and waiver programs. Note: The OCCC Foundation is a separate, non-profit organization whose board approves and monitors fundraising policies and activities.

OCCC Policies for Management of Fiscal Resources

OCCC's management of fiscal resources are controlled by Chapter Six of the Board Policy Manual, along with associated Administrative Policies, which are described in 2.E.1 and 2 above. In addition, OCCC's internal control systems ensure accuracy and reliability of financial information, prevent and detect fraud and errors, safeguard assets, and ensure compliance with laws and institutional policies. OCCC's internal control systems are prescribed in four procedural documents as follows:

1. Accounts Payable
   - Purchasing
   - Accounts Payable
   - Employee VISA cards
2. Balance Sheet
   - Cash
   - Accounts Receivable
   - Accounts Payable
   - Payroll Liabilities
3. Payroll and PERS (Public Employees Retirement System)
   - Payroll
   - PERS
4. Revenue
   - Tuition
   - Refunds
   - Waivers
   - Financial Aid
   - Merchandise

2.E.3 Submitted Evidence

1. Oregon Department of Revenue Local Budgeting Manual • **Link**
2. Oregon Attorney General's Model Public Contracting Rules • **Link**
3. Oregon Revised Statutes **ORS 279A**, **ORS 279B**, and **ORS 279C**
4. OCCC Board Policy Manual Chapter 6 (**PRFR Appendix 1**, #1)
5. OCCC Business Office Internal Control procedures, 1-4 (**PRFR Appendix 4**, #7)

Standard 2.F: Human Resources

Standard 2.F.1

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

OCCC apprises employees (faculty, staff and administrators) of their conditions of employment, work assignments, rights and responsibilities, and criteria for evaluation, retention, promotion and termination. These aspects of the effective management and support of employees are guided by Board and Administrative Policies, as well as Collective Bargaining Agreements, and are implemented through well-defined procedures and practices, many of which are now automated via Paylocity, a cloud-based HR and payroll platform designed to streamline various human resource processes. The HR Department maintains an Employee Resources Web page, from which employees can navigate to the many resources related to their employment at OCCC. The following Board and Administrative Policies guide the implementation human resource policies at OCCC:

HR Board Policy
BP 7100: Commitment to Diversity
BP 7110: Delegation of Authority, Human Resources
BP 7120: Recruitment and Hiring
BP 7130: Prohibition of Incentive Compensation (Enrollment and Recruitment)
BP 7135: Faculty Outside Employment
BP 7160: Professional Development
BP 7350: Resignations
BP 7370: Political Activities
BP 7700: Whistle-blower Protection
BP 7800: Work After Retirement
(BP's 745X, 751X, 754X and 790X are legacy and under review for rescission or revision)

HR Administrative Policies
AP 7111: Conflict of Interest
AP 7112: Conflict of Interest Contracts
AP 7125: Verification of Eligibility of Employment
AP 7135: Faculty Outside Employment
AP 7140: Telework Policy
AP 7145: Personnel Files
AP 7310: Nepotism
AP 7342: Holidays
AP 7500: Volunteers

Collective Bargaining Agreements: Faculty and Classified

Presently at OCCC, there is one union, the AFT Oregon Coast United Employees (OCUE), Local 6020, AFT, AFLCIO. OCUE operates as a single combined bargaining unit for faculty (full-time and part-time) and classified employees. The faculty and classified bargaining units each have their own collective bargaining agreement (CBA). These CBAs interact with, and in some circumstances define, the implementation of various aspects of Standard 2.F.1.

INFORMING CONDITIONS OF EMPLOYMENT, WORK ASSIGNMENTS, RIGHTS AND RESPONSIBILITIES

All employees of OCCC receive an offer letter which documents the details of their appointment at OCCC. Continuing employees also receive an annual notice describing changes in pay or benefits.

Faculty expectations with regard to teaching, scholarship, service, academic freedom and intellectual property are addressed in the Faculty CBA, Articles 7-10. Faculty assignments are made in accordance with Article 8-Assignments of the Faculty CBA. Once the Vice President or Dean confirm teaching assignments with faculty through the processes described in Article 8, faculty receive from the Office of Instruction a Confirmation of Teaching Assignments (CTA) confirmation and then receive from HR pay and assignment details documentation.

CRITERIA AND PROCEDURES FOR EVALUATION

All OCCC employee groups have defined criteria and processes for evaluation. The Faculty CBA (Article 25) and the Classified CBA (Article 12) address their respective evaluation processes. Confidential classified staff follow the same evaluation process as represented classified employees. There is also a defined evaluation process for administration, which was determined via collaboration between HR and the Executive Team. The Faculty and Staff Resource web page has a Performance Review section with process information for faculty, staff and administrators, All performance reviews are scheduled and tracked through the automated Paylocity system.

Separation from Employment

OCCC provides on its website a Guide for Exiting Employees. For represented employees the respective CBAs establish procedures for separation for classified employees (Article 13-Discipline and Dismissal and Article 24-Layoff of Staff) and for faculty (Article-27 Discipline and Article 28-Separation from Employment). For administration and non-represented classified employees, the Paylocity-delivered evaluation process described above addresses performance-related concerns. Other separations are guided by Oregon Labor Law.

Standard 2.F.1 Submitted Evidence

1. Board Policy Manual (**PRFR Appendix 1**, #1)
   - BP 7110: Delegation of Authority, Human Resources
   - BP 7120: Recruitment and Hiring
   - BP 7130: Prohibition of Incentive Compensation (Enrollment and Recruitment)
   - BP 7135: Faculty Outside Employment
   - BP 7160: Professional Development
   - BP 7350: Resignations
   - BP 7370: Political Activities
   - BP 7700: Whistle-blower Protection
   - BP 7800: Work After Retirement
2. Administrative Policy Manual (**PRFR Appendix 1**, #2)
   - AP 7111: Conflict of Interest
   - AP 7112: Conflict of Interest Contracts
   - AP 7125: Verification of Eligibility of Employment
   - AP 7135: Faculty Outside Employment
   - AP 7140: Telework Policy
   - AP 7145: Personnel Files
   - AP 7310: Nepotism
   - AP 7342: Holidays
   - AP 7500: Volunteers
3. OCCC Employee Resource Web page • **Link**
4. Collective Bargaining Agreement Faculty (**PRFR Appendix 2**, #4)

- • Article 7 – Work Year
- • Article 8 – Assignments
- • Article 9 – Workload
- • Article 10 – Academic Freedom and Intellectual Property
- • Article 25 – Evaluation
5. Collective Bargaining Agreement Classified (**PRFR Appendix 2**, #5)
   - • Article 12 – Evaluations
6. Offer Letters (**PRFR Appendix 1**, #4)
   - • Classified - Offer Letter Template
   - • Faculty – Offer Letter Template
   - • Administration – Offer Letter Template
7. Annual Notice (**PRFR Appendix 1**, #5)
   - • Classified – Annual Notice
   - • Faculty – Annual Notice
   - • Administration – Annual Notice
8. Confirmation of Teaching Assignments (**PRFR Appendix 1** #6)
   - • PT Faculty - CTA – Acknowledgment
   - • PT Faculty – Assignment Details
   - • FT Faculty – CTA - Acknowledgment
9. Faculty and Staff Resource Web page • **Link**
10. Guide for Exiting Employees • **Link**
11. Oregon Bureau of Labor and Industry: Your Rights at Work • **Link**

Standard 2.F.2

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

OCCC provides faculty, staff and administrators with appropriate opportunities for professional growth and development. Board Policy 7160: Professional Development establishes the College's commitment to maximize professional development opportunities for its employees within available resources. The CBAs (Faculty and Classified) establish more-specific parameters for employee development via Articles 14, 16, and 17 of the Faculty CBA, and Articles 12, 15, and 16 of the Classified CBA.

From the Employee Resource Web page, a Training/Education tab provides access to application materials for Professional Development.

Tuition Waivers

All OCCC staff working 20 hours or more per week as well as full- or three-quarter-time faculty may have their tuition waived up to a maximum of 15 credit hours per term or up to $600 of non-credit classes each term for classes offered by the College. Part-time faculty may have their tuition waived up to a maximum of 8 credit hours per term or up to $300 of non-credit classes each term for classes offered by the College. Employee dependents, defined by the IRS as spouse, domestic partner, and/or a qualifying child, may also use the tuition waiver benefit. Employees can use this benefit if they are not on a paid or unpaid leave of absence (except for leaves protected by federal or state statutes providing entitlements to leave, which does not include the

Americans With Disabilities Act). Faculty must be employed and teaching during the current or immediately preceding (not including summer) term in which the tuition waiver is granted and must not have been dismissed or have resigned the faculty member's employment with the College, in order to access this benefit.

Non-OCCC Tuition Reimbursement

Benefit-eligible employees may apply for tuition reimbursement for courses, seminars or other studies related to their professional duties. Specific guidelines for classified and faculty are contained within the respective CBAs. Non-bargained employees are also eligible. Reimbursement is limited to available budgeted funds in any fiscal year, and subject to the approval of the supervisor and College President.

Faculty Specific

OCCC is committed to providing professional development and continuing education opportunities to its faculty and budgets funds for such purposes. Faculty may request leave for attendance at educational programs and other professional development activities directly related to the discipline they teach. Proposed educational program and professional development expenditures and any applicable leave must be approved in advance by the Chief Academic Officer/designee. The College will also pay dues for one professional association for each full-time, three-quarter-time, and associate part-time faculty when association membership is directly related to the discipline of the faculty and approved in advance by the Chief Academic Officer/designee. The Faculty Instructional Resources Web page provides access to the Faculty Professional Development Guiding Principles and Application form and a faculty professional development scoring rubric used to assess the applications.

Classified Employees and Administrators

Classified employee access to professional development opportunities is governed by the Classified CBA Article 12: Evaluations (explains professional development plan), Article 15: Tuition Waivers, and Article 16: Tuition Reimbursement/Advance. Classified employees who are not covered by the CBA follow the same process. Administrators are directed to attend conferences and professional development related to their respective roles and these activities are fully funded within available budget.

Application to Professional Development Activities

Administrators and classified staff access the professional development application forms via the Employee Resources web page under the Training/Education tab.

2.F.2 Submitted Evidence

1. Training/Education Web page • **Link**
2. OCCC Board Policy Manual (**PRFR Appendix 1**, #1)
   - Board Policy 7160: Professional Development
3. Employee Tuition Waivers • **Link**
4. Collective Bargaining Agreement Faculty (**PRFR Appendix 2**, #4)
   - Article 14 – In-Service, Continuing Education & Professional Development
   - Article 16 – Tuition Waivers
   - Article 17 – Tuition Reimbursement (Non-OCCC)
5. Collective Bargaining Agreement Classified (**PRFR Appendix 2**, #5)
   - Article 12 – Evaluations
   - Article 15 – Tuition Waivers
   - Article 16 – Tuition Reimbursement/Advance (Non-OCCC)
6. Faculty PD Application • **Link**
7. Faculty PD Scoring Rubric • **Link**

Standard 2.F.3

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

OCCC employs faculty, staff, and administrators sufficient in role, number, and qualifications to meet the expectations of Standard 2.F.3 and fulfill the College mission of advancing student success within its district of Lincoln County. Important context for the sufficiency of staffing is enrollment and geography. Below is the 2023-2024 enrollment viewed via national IPEDS methodology, and Oregon D4A methodology, and current staffing levels. As described elsewhere, OCCC's district is Lincoln County, Oregon, with a population of approximately 50,000 people and 990 square miles. OCCC owns and operates four buildings with approximately 116,000 square feet and is currently planning for a fifth building anticipated to be approximately 20,000 sq ft.

OCCC 2023-2024 Enrollment

Measure	Oregon D4A	IPEDS
Unduplicated Headcount	1986	855
Full-Time Students	243	188
Part-Time Students	677	667
Non-Credit	1182	NA
Dropped all courses	64	NA
Full-Time Equivalent Enrollment	524	289

OCCC Staffing Levels as of Aug. 21, 2025

Category	Full-Time	Part-Time	Total
Administrators	18	4	22
Classified	24	7	31
Faculty	11	37	48
Other	0	3	3

Staff are organized into three areas, each led by a Vice-President: Administrative Services, Academic and Student Affairs, and Engagement. The Vice-Presidents report directly to the President, as do the Director of Human Resources and the NWCCU Accreditation Liaison Officer. Real-time organization charts reflecting reporting relationships are maintained within the Paylocity platform. Position descriptions (maintained within Paylocity) provide position qualifications. A particular responsibility for faculty is the assessment of learning outcomes. Those responsibilities are described in the Assessment Plan and Handbook.

Personnel Hiring Policies and Procedures

Board Policy 7120: Recruitment and Hiring establishes that the Board hires and evaluates the President, and delegates authority to the President to make hiring and termination decisions of all other College employees and to establish procedures and guidelines to be followed in making these decisions. Hiring for classified and faculty employees is subject to collective bargaining agreements, and for all other positions, administrative procedures apply. The recruitment process is described in full on the College's Recruitment and Hiring page. This page includes a link to currently open positions.

Standard 2.F.3 Submitted Evidence:

1. Oregon D4A Data Reporting • **Link**
2. Board Policy Manual (**PRFR Appendix 1**, #1)
   • BP 7120: Recruitment and Hiring
3. CBA – Classified – Article 7 – Position Vacancies (**PRFR Appendix 2**, #5)
4. CBA – Faculty – Article 24 – Recruitment (**PRFR Appendix 2**, #4)
5. College Recruitment Web Page • **Link**
6. Current Employment Opportunities • **Link**
7. Organization Charts (**PRFR Appendix 2**, #1)
8. Sample Position Descriptions (**PRFR Appendix 2**, #7)
   • Administration
   • Classified
   • Faculty
9. Assessment Plan & Handbook (**PRFR Appendix 3**, #17)

Standard 2.F.4

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

OCCC maintains a robust performance evaluation system delivered and supported through the automated Paylocity platform. All employee evaluations, with the exception full-time faculty, are administered via the Paylocity system. FT faculty evaluations are currently uploaded to Paylocity after completion, and there are goals in place to fully transition FT faculty evaluations to Paylocity within the 2025-2026 year. The Paylocity system was designed to ensure alignment with performance evaluation expectations as documented in the CBAs (Faculty, Article 8: Assignments and Article 25: Evaluations; Classified, Article 12: Evaluations). All staff and managers are evaluated every year based on position expectations and in alignment with the criteria within Standard 2.F.4 Part-time faculty are reviewed in the first term, and then no more than once every two years. Probationary full-time faculty are reviewed annually for the first three years and thereafter no more than once every two years. For a full description of the implementation of performance evaluations, see the section of this PRFR titled "Update on NWCCU Recommendation Four."

All reviews are scheduled and tracked through the Paylocity System. Managers are provided guidance on questions to ask during the review process which are tailored to the particular type of review (30-60-90 or annual). Employees are encouraged to submit self-evaluations as part of the process. Reviews are stored within the Paylocity System so that employees have immediate access to their review documents. Through Paylocity reporting, the HR office monitors that performance evaluations are timely and periodically updates the President and Executive Team regarding regular and systematic completion of performance evaluations.

2.F.4 Submitted Evidence

1. Collective Bargaining Agreements (**PRFR Appendix 2**)
   - Faculty Article 8 – Assignments
   - Faculty Article 25 – Evaluation
   - Classified Article 12 - Evaluations
2. Examples of the questions asked in each review. (**PRFR Appendix 2**, #6)
   - Classified/Technical/Confidential – 30 Day
   - Classified/Technical/Confidential – 60 Day
   - Classified/Technical/Confidential – 90 Day
   - Classified/Technical/Confidential - Annual (on anniversary date)
   - Management – 30 Day
   - Management – 60 Day
   - Management - 90 Day
   - Management – Annual (on anniversary date)
   - Faculty Review

Standard 2.G: Student Support Resources

Standard 2.G.1

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

OCCC creates and provides effective learning environments with appropriate programs and services to support student learning and success. Board Policy 4020: Program, Curriculum and Course Development, establishes that "The programs and curricula of the Oregon Coast Community College shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and relevancy." Services for students are based on a "whole person" understanding of the barriers and contributors to student learning and success, and are designed to reduce gaps in achievement among student population subsets. OCCC provides dedicated Success Coaches (advising) for all credential-seeking students. Students also have access to Accessibility Services and Basic Needs resources such as emergency loans and the "Shark Shack" food pantry. A Navigator position guides students to essential services within the College, county and state. Additional offerings include student clubs, co-curricular activities, student government, tutoring, and veterans' resources. Students are informed of these resources via the Student Affairs web page. The College Catalog includes sections on Student Resources pg. 24-27, Financial and Veterans pg. 8-14.

OCCC Student Support Resources

Service or Support	Description
Accessibility Services	Accommodations: provides qualified students with a disability equal opportunity to access the benefits, rights, and privileges of College services and activities in the most integrated setting appropriate to the student's needs
Advising (Success Coaches)	Connects enrolled students with assigned success coaches; appointment scheduling portal
Bi-lingual Services	Provides service information in Spanish and connects students and members of the public with bi-lingual staff
Campus Life	Clubs and other student activities
Financial Aid	Information and connections for students with interest in financial aid
Navigator	Provides support and assistance to OCCC students to address non-academic issues that can prevent degree completion including, but not limited to, food and housing insecurity, mental and emotional health, physical health, childcare issues, and flexible employment opportunities
Scholarships	Information about the OCCC Foundation scholarship processes
Shark Shack	Operated by students and supported by the OCCC Foundation, the Shark Shack provides free groceries, toiletries, clothing, and other essentials to students at the Central County Campus in Newport and North County Center in Lincoln City

Service or Support	Description
STEP Program	STEP (SNAP Training & Employment Program) is the SNAP (Supplemental Nutrition Assistance Program) program offered throughout Oregon and at OCCC for individuals receiving SNAP benefits who are interested in pursuing employment and training opportunities closely matched with a job. OCCC assists with navigating scholastic opportunities, and some financial and transportation assistance for eligible students.
Student Government	The Associated Student Government of Oregon Coast Community College (ASG) is the official organization representing students. Students are encouraged to attend ASG meetings and events. There are frequent opportunities to provide feedback to ASG representatives, who attend monthly College Council meetings to ensure the student voice is heard.
Student Employment	How to access Federal Work Study at OCCC
Veterans	Access to Federal education benefits for veteran students
Testing Services	Computerized testing to help students and success coaches evaluate skills in writing, reading, and math. Along with other measures, placement testing informs placement recommendations.
Tutoring	Tutors and tutoring labs for Oregon Coast Community College students are available in math, writing, and study skills
On-the-Spot Admissions Events	Offered throughout the year at Central and North sites, these events provide expert, one-on-one assistance to students with every part of the college application process, from financial aid to course selection to the application itself. Friendly student success coaches are available to answer any questions and provide guidance through the college-application process. The events will also offer tours of the campus, so students can get a feel for the college and its programs.

Assessment of effectiveness of student services programming is on-going and can result in immediate adjustments such as increasing On-The-Spot events or shifting resources temporarily to a function experiencing high demand. The regular assessment of student services programs occur through the SPARE/SPARC evaluation process.

2.G.1 Submitted Evidence

1. Board Policy 4020 Program, Curriculum and Course Development (**PRFR Appendix 1**, #1)
2. College Catalog: Student Resources (pg. 24-27), Financial and Veterans (pgs. 8-14) (**PRFR Appendix 3**, #1)
3. Student Services Programs and Services Web Links
   - Accessibility Services • **Link**
   - Advising: Success Coach • **Link**
   - Bi-lingual Outreach • **Link**
   - Campus Life • **Link**
   - Financial Aid • **Link**
   - Financial Literacy • **Link**
   - Navigator • **Link**
   - Scholarships • **Link**
   - Shark Shack • **Link**
   - STEP Program • **Link**
   - Student Government: ASG • **Link**
   - Student Employment • **Link**
   - Testing Services • **Link**
   - Tutoring • **Link**

- Veterans • **Link**
4. Sample Student Services Documentation (**PRFR Appendix 3**, #13)
   - Exit counseling email example
   - Federal Direct Loan Counseling Checklist
   - Federal Direct Loan Counseling test
   - How to request a deferment
5. Service Area Program Review SPARE/C • **Link**

Standard 2.G.2

The institution publishes in a catalog, or provides in a manner available to students and other stake-holders, current and accurate information that includes: institutional mission; admission require-ments and procedures; grading policy; information on academic programs and courses, including de-gree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time fac-ulty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

OCCC meets all the elements of Standard 2.G.2. A Student Consumer Information web page provides a comprehensive list of Title IV disclosures and other student consumer information. OCCC publishes an annual online catalog as well as a college website which provide students and other stakeholders current and accu-rate information as listed in Standard 2.G.2. A table containing topic, catalog page number, and website link is provided below in the evidence listing.

2.G.2 Submitted Evidence

1. College Catalog 2025-2025 (**PRFR Appendix 3**, #1)

2. Student Consumer Information web page • **Link**

3. Published current and accurate information by topic. Catalog (**PRFR Appendix 3**, #1) and web pages (when applicable) in links below.

Topic	Catalog Page Number	Website Link
Institutional Mission	6	**Link**
Admissions Requirements and Procedures	14	**Link**
Grading Policy	43	**Link** (Scroll to 'Grade Definitions')
Academic Programs and Courses; degree and program requirements	192-218	**Link** (Select Academics tab, select programs)

Topic	Catalog Page Number	Website Link
Expected learning outcomes	CILO's 7 Program 192-218	**Link** (Select Academics tab, select programs)
Required course sequences; projected timelines to completion	192-218	**Link** (Select Academics tab, select programs)
Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	54	Not on Web
Rules and regulations for conduct, rights, and responsibilities	40	**Link**
Tuition, fees, program costs	23	**Link**
Refund policies and procedures for students who withdraw from enrollment	23	**Link** (see Refunds)
Opportunities and requirements for financial aid	8-14	**Link**
Academic Calendar	4	**Link**

Standard 2.G.3

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Current OCCC programs that require licensure for employment are the Transfer Degree in Teaching and multiple programs within Nursing and Allied Health. Publications and other written materials that describe these programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into these professions.

The following OCCC programs lead to fields with licensure requirements

- Transfer Degree in Teaching
- Nursing Assistant
- Medical Assistant
- Emergency Medical Technician
- Registered Nurse Programs
- Licensed Practical Nurse (after year one of the RN program)
- RN and LPN-to-RN prepares for NCLEX Exam

The program web pages provide licensing information with the initial description of each program. Handbooks and application forms reinforce the licensing requirements and other applicable eligibility requirements such as criminal background checks and drug screening.

2.G.3 Submitted Evidence

1. Program web pages
    - Nursing RN • **Link**
    - EMT • **Link**
    - Nursing Assistant • **Link**
    - Medical Assistant • **Link**
    - Teacher Education • **Link**
2. Programs with Licensure Brochures
    - Medical Assistant E-Brochure • **Link**
    - Nursing Assistant E-Brochure • **Link**
    - Teacher Education • **Link**

Standard 2.G.4

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

OCCC first offered direct access for students to federal financial aid in 2021, the year following OCCC's initial accreditation by NWCCU and subsequent certification by the Department of Education. Board Policy 5130: Financial Aid, establishes that:

A program of financial aid to students will be provided, which may include, but is not limited to, scholarships, grants, loans, and work and employment programs. All financial aid programs adhere to guidelines, procedures, and standards issued by the funding agency, and will incorporate federal, state, and other applicable regulatory requirements.

Prior to 2021, OCCC's students were only able to access federal financial aid through the programs of the contracting college (Portland Community College from 2014 to 2021). OCCC's Financial Aid Office is in the early years of its development and is focused on the direct student interface aspects of financial aid. The college employs a financial aid director, and the student success coaches are trained to address the less specialized aspects of financial aid. OCCC contracts with Global Financial Aid Services, Inc. (GFAS) as the third-party servicer for certain aspects of financial aid administration. Services provided by GFAS include back-office financial aid administration, compliance review of student files, certifying and originating federal Direct Loans and/or Pell Grants, packaging, disbursement, and reconciliation of Title IV and HEA Program funds, and preparing relevant reports.

Within this context, OCCC efficiently manages federal, state, and institutional aid programs, enabling students to quickly access the funds they need to pursue their educational objectives. OCCC's Financial Aid Office collaborates with academic departments to ensure equitable support for all students in locating the financial resources necessary for academic success.

Information about financial aid is distributed to students (and potential students) through a variety of channels. Financial aid is an important part of the recruitment and intake process, and student affairs staff incorporate related information in outreach and orientation events. The college catalog documents financial aid

processes, and the college website has a landing page specific to financial aid. From there, students can reach more specialized resource pages, organized as follows:

- Grants and loans
- Scholarships
- The financial aid process at OCCC, including how to submit a financial aid budget or request a change to awards, and information regarding disbursement timing and stipends of excess financial aid funds.
- Links to financial aid online forms regarding award/loan revisions, book voucher, and SAP appeals forms.
- Information regarding maintaining Satisfactory Academic Progress.
- OCCC's cost of attendance

2.G.4 Submitted Evidence

3. Board Policy 5130 Financial Aid (**PRFR Appendix 1**, #1)
4. College Financial Aid Web page • **Link**
5. College Catalog Financial Aid (**PRFR Appendix 3**, #1)
6. Grants and loans • **Link**
7. Scholarships • **Link**
8. Financial aid process at OCCC • **Link**
9. Award/loan revisions, book voucher, and SAP appeals forms • **Link**
10. Satisfactory Academic Progress • **Link**
11. Cost of attendance • **Link**

Standard 2.G.5

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Students receiving financial assistance at OCCC are informed of any repayment obligations. OCCC regularly monitors its student loan programs. Because OCCC began administering FA in 2021, loan default rate information is only recently emerging. At this time we have two years of cohort data:

Cohort Loan Default Rates:
Cohort Fiscal Year 2022 – 0.0%
Cohort Fiscal Year 2021 – 3.9%

OCCC has recently contracted with ECMC (Educational Credit Management Corporation) to provide OCCC's information regarding student loan repayment. That information is planned to be shared on the College's website by summer term 2026. ECMC will provide OCCC students with an annual Debt Summary Letter. This annual letter will summarize the loan amounts received while attending OCCC and summarize the total student loan amounts that students have received from OCCC and previously attended institutions.

2.G.5 Submitted Evidence

1. Student Loan information and Cohort Loan Default Rate • **Link**
2. Additional information about student loans, private and federal • **Link**
3. Plain Language Disclosure • **Link**
4. Technical Loan Processing Document Examples (**PRFR Appendix 3**, #13)
5. Exit counseling example email
   - Federal Direct Loan Counseling Checklist
   - Federal Direct Loan Counseling Test
   - How to Request A Deferment

Standard 2.G.6

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

The academic advising function is part of Academic and Student Affairs and is supervised by the Dean of Academic Foundations and Student Success. Several years ago, OCCC transitioned from a traditional advising model into a more student-centered success coach model. The four success coaches are knowledgeable about the curriculum and about program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Staffing expectations include that at least one of the four coaches will be bi-lingual in Spanish and English. The college catalog informs students about the coaching (advising) model, and what to expect from their success coach as follows:

Every college and university has its own method of supporting students with academic advising and coaching. Begun in 2022, OCCC has completely redesigned its process to better support you, our students. Our model, dubbed the "Oregon Coast Approach," provides students with personalized service from the very start, through their academic career at OCCC. The Coach that meets the student at an assembly in high school, for example, is the same Coach who helps them apply and register for their first term and, later, helps them plan for their next steps.

From the moment you begin your academic career at Oregon Coast Community College, you will begin working with one of our four Student Success Coaches, and they are devoted to supporting you throughout your time at OCCC. Make an appointment with an OCCC Success Coach for information regarding:

- *Course placement*
- *Academic concerns*
- *College success strategies and resources*
- *Degree requirements*

- *Financial aid*
- *Academic progress appeals*
- *Policies and procedures*
- *Reviewing unofficial transcripts*

The Success Coach service area undergoes a systematic and comprehensive evaluation on an annual basis through the established institutional processes of SPARCs (Service and Program Area Review - Comprehensive), which occurs every fourth year, and the annual SPAREs (Service and Program Annual Review and Evaluation). These structured evaluations serve to rigorously assess several key aspects of the Success Coach service area, including:

- Alignment with OCCC's Core Themes and the broader College Mission
- A thorough review of the service area's operational strengths and weaknesses
- Analysis of quantitative data reflecting the area's level of service and impact on students
- A dedicated process for continuous improvement. This involves in-depth discussion, critical review, and data-informed assessment leading to the revision of Service Area Outcomes and the development of actionable strategies.

The completed SPAREs and SPARCs directly inform and serve as the primary basis for budget requests and resource allocation for the Success Coach service area.

OCCC is committed to the ongoing professional development of Success Coaches to ensure they are equipped with current knowledge, skills, and best practices to effectively support students. Policies and procedures for professional development are integrated into both strategic services area planning and regular operations. Professional development needs for the Success Coach team are identified and assessed as a component of the annual SPARE and SPARC processes. Based on these evaluations, budgetary requests for training, workshops, and conferences are developed and submitted. This ensures that resource allocation for professional development is evidence-based and aligned with the strategic goals of the service area.

Additionally, Success Coaches are encouraged to proactively identify professional development activities that align with their role. They can request participation and potential funding for opportunities by submitting a proposal to their supervisor. The service area supervisor also regularly identifies and distributes information regarding relevant professional development opportunities to their team members.

Success Coaches utilize a degree-audit system to develop educational plans for each student. The plans are monitored in quarterly meetings prior to registration.

Success Coaches are recipients of Early Alert notices from faculty when there are concerns about a student's attendance or performance. Success Coaches are expected to follow-up with students to provide guidance to overcome barriers, connect students with campus or community resources, or assist students in making decisions about withdrawing from courses.

2.G.6 Submitted Evidence

1. College Catalog Student Success Information (**PRFR Appendix 3**, #1, Catalog pg. 24, **Link**)
2. Service Area Program Review SPARE/C Process • **Link**
3. Success Coach service area review 2021 • **Link**

Standard 2.G.7

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

OCCC maintains effective identity verification processes for students (including those enrolled via distance education) to ensure the enrolled student is the same person whose achievements are evaluated and receives credit. A number of Board Policies and Administrative Policies establish expectations for student identity data and protection of that data.

- AP 3720: Acceptable Technology Use
- Board Policy 3800: Personal Data Protection
- AP 4105: Distance Education
- Board Policy 5040: Education Records, Directory Information, and Privacy
- AP 5070: Attendance & First Week Drop for Non-Attendance (Regular and Substantive Interaction).
- Board Policy 5800: Prevention of Identity Theft in Financial Transactions

These policies make it clear that these identity verification processes (e.g., admissions processes, proctoring, etc.) protect student privacy. Oregon Coast Community College has no charges associated with the verification process. Operational responsibility for identity verification resides with the Office of Information Technology as well as Canvas (learning management system) Administrators.

OCCC addresses the three basic requirements enumerated in the NWCCU Distance Education Policy via the following policies and processes:

1. Oregon Coast Community College meets the requirement for validating the identity of students enrolled in online courses (OCCC AP 4105). OCCC uses two of the approved methods for student identity validation: 1) secure credentialing/login and password; and 2) some exams, including all nursing course exams, are proctored.

2. OCCC complies with Regular Substantive Interaction (RSI) requirements for online courses. AP 5070: Attendance & First Week Drop for Non-Attendance informs students and faculty that substantive interaction is required in the first week or the student will be administratively dropped for non-attendance. All faculty are required to submit their course syllabus in advance of each term and methods for ensuring regular and substantive engagement are able to be reviewed. This information is in the Faculty Handbook and in a faculty resource document titled "Best Practices for Using Canvas."

3. All students, including distance education students, may review the costs of attendance and in particular the additional fees for online courses on the college's Tuition and Fees website.

2.G.7 Submitted Evidence

1. OCCC Board Policy Manual (**PRFR Appendix 1,** #1)
   - Board Policy 3800: Personal Data Protection]
   - Board Policy 5040: Education Records, Directory Information, and Privacy
   - Board Policy 5800: Prevention of Identity Theft in Financial Transactions
2. OCCC Administrative Policy Manual (**PRFR Appendix 1**, #2)

- AP 3720: Acceptable Technology Use
- AP 4105: Distance Education
- AP 5070: Attendance & First Week Drop for Non-Attendance (Regular and Substantive Inter-action)

3. Best Practices for Using Canvas. • (**PRFR Appendix 3**, #14)
4. Faculty Handbook (**PRFR Appendix 3**, #15)
5. Tuition and Fees Website • **Link**

Standard 2.H: Library and Information Resources

Standard 2.H.1

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

OCCC's Board Policy 4040: Library and Learning Support Services, establishes the OCCC Library as follows: OCCC shall have library and Information services that ensure broad access, are supported by appropriate instruction, developed through user-centered planning, and integrated into the learning process. The Library will maintain compliance with all state and federal regulations and will adhere to all standards as established by NWCCU. Library collection materials are provided for the interest, information, and enlightenment of all people of our community, and we do not exercise censorship in fulfilling our responsibilities.

Qualified Personnel

OCCC employs qualified personnel within the Library and among the faculty that ensure students and the public have access to robust library and information resources with appropriate currency, depth and breadth. The library is staffed with a director and a specialist. The director's position requires a background in library management and systems, with preference given to academic library experience. The library specialist is experienced in customer service, cataloging, and research skills. The OCCC Library is confident in its ability to provide access to quality library and information resources in support of college programs and services due to multi-pronged strategies: faculty driven collection; increasing access and utilization of digital resources; sharing of resources via consortia and inter-library loans services.

The Library Collection Development Policy describes the faculty role as follows: It is the teaching faculty's responsibility to recommend purchases which support the course they teach and that offer supplemental support for their disciplines, curricula, and programs. As faculty are experts in their field and are knowledgeable about what courses are being taught and what materials are required to support those courses, they are actively involved in previewing the media and trials of electronic resources. The Librarian solicits faculty involvement in developing the collections through quarterly email contact, printed forms, website forms, membership on governance committees, and academic division meetings.

Library staff meet with faculty during fall in-service to ask about needs in the collection and faculty are invited to offer suggestions throughout the year. Curricular changes often require new library resources, and the Library Director receives the Curriculum Committee agendas and minutes in order to be aware of new programs or program changes. Forms used to propose curricular additions or revisions include a step that requires consideration of existing and new library resources be discussed with the library staff. When developing new academic programs, the library provides a list of resources to support the program and accepts input on any resources to be added. Faculty can request to work with the library staff to find resources as part of the course/program development and revision process. Course reserves provide faculty with the ability to set aside materials for students in their courses.

Collection Planning and Review

The Library Director is responsible for oversight of developing and maintaining the collection. Responsibilities, duties and process are described in the previously referenced Library Collection Development Policy. The policy describes selection criteria and tools, as well as the practices for maintenance of the collection. The

library has reporting resources that show the use of physical and digital material use. The librarian reviews this data annually and determines if any materials are to be culled from the collection.

2.H.1 Submitted Evidence

6. OCCC Board Policy Manual (**PRFR Appendix 1**, #1)
7. Board Policy 4040: Library and Learning Support Services
8. The Library Collection Development Policy • **Link**
    - Library Course Reserves • **Link**
    - Library Purchase Suggestion Form • **Link**
    - Library Acceptable Use Policy • **Link**

Standard 2.I: Physical and Technology Infrastructure

Standard 2.I.1

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

OCCC has created and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the College's mission, academic programs, and services.

Facilities

OCCC was founded in 1987 and operated from rented facilities until 2009, when college-owned facilities were constructed. The buildings were funded when local voters approved a $23.5 million bond levy in 2004, which was used to build three buildings in Newport (Central Campus), Lincoln City (North Center) and Waldport (South Center). A few years later, a fourth building – the innovative Aquarium Science facility – was constructed on the Newport Campus. In 2020, OCCC and the Port of Toledo partnered on a facility to provide welding courses. The Toledo Welding lab is owned by the Port of Toledo and OCCC provides the instructional equipment.

The Central Campus in Newport houses the main campus structure (77,677 sq. ft.) and the Aquarium Science Building (9,274 sq. ft.). The main building contains general purpose learning spaces, community and administrative spaces, and specialized labs for Nursing and Science, along with infrastructure spaces. The Aquarium Science facility is equipped with an animal holding laboratory, a teaching lab, a food prep area, and a water quality/animal health lab. The North and South Centers contain general purpose learning spaces, community spaces, limited administrative spaces, and specialized science and health labs at North. Each of the four facilities was engineered and constructed to Leadership in Energy and Environmental Design (LEED) Silver standards by meeting energy efficiency and indoor air quality criteria.

OCATT: The Oregon Coast Advanced Technology and Trades Center

Beginning in 2015, OCCC leadership recognized that existing facilities did not support the expansion of technical trades education needed in Lincoln County and the surrounding region and began the exploration of capital construction funding sources. The two most viable funding sources were Oregon State Article XI-G Bonds (maximum $8 million) and a new local Lincoln County General Obligation Bond Initiative. Ultimately, both funding sources were secured in the May 2024 election, which saw the bond pass by a near two-to-one margin. Ground-breaking of the OCATT will occur this September. (Note that planning documents show a series of names before OCATT: Resiliency Education Center and Workforce Education and Resiliency Center).

Facilities Planning

An initial Facilities Master Plan was developed in 1998, providing the blueprint for the facilities ultimately funded by the 2004 Bond. The 2008 Facilities Addendum provided the final placement and plans for the four buildings. In 2017 the WERC Addendum (Option 1 and Option 2) provided planning for the envisioned trades education building. OCCC documents and communicates OCATT planning via a website, and regular updates to the Board of Education during public meetings.

Sufficiency of Physical Facilities, Maintenance and Repair

All of OCCC's four existing buildings are approximately sixteen years old. While relatively new when compared to many Oregon colleges and universities, on-going assessment of adequacy is necessary, particularly for physical infrastructure and specialized program needs impacting physical facilities. The Director of Facilities and Safety, in collaboration with Vice-Presidents and Program Directors (Nursing and Allied Health, Aquarium Science, and Welding) provides on-going monitoring and assessment of physical facilities. Program-level needs that impact physical facilities are included in the program review process (SPARE/C) and VPs and Directors also bring emergent facility issues to weekly Executive Team meetings. There is a modest but adequate annual budget for general maintenance, and another for technology. The VP of Administrative Services is responsible for bringing any over-budget facility issues to the annual budget-development process. For larger projects, such as the 2024 roof replacement at the Central Campus, there is a Board-directed reserve fund which can be accessed. Additionally, in 2024, OCCC commissioned an extensive facility assessment which now guides modernization and repair projects being funded by the 2024 Bond.

Safety and Security

OCCC prioritizes the safety of people using OCCC facilities and resources. The protection of facilities and infrastructure is a vital secondary priority. The College has in place numerous plans, policies, practices and initiatives to secure and advance these priorities.

OCCC's location on the rugged and rural Oregon Coast makes risk related to inclement weather, fire, and earthquake of particular concern. Anticipation and training for these potential events are woven throughout OCCC's planning and implementation of safety and security measures.

The following OCCC Board Policies govern and impact the provision of safe and secure environments for students, employees and members of the public.
- BP 3500: Campus Safety
- BP 3501: Campus Security and Access
- BP 3505: Emergency Response Plan
- BP 3510: Workplace Violence
- BP 3515: Reporting of Crimes
- BP 3520: Local Law Enforcement
- BP 3540: Sexual and Other Assaults on Campus
- BP 3550: Drug Free Environment and Drug Prevention Program

The following Board Policies address risk:
- BP 6520: Security for College Property
- BP 6540: Insurance and Risk
- BP 6800: Occupational Safety

The College maintains and regularly updates an Emergency Response and Continuity Plan which includes policies and practices regarding the College's handling of hazardous materials and infectious disease. The link to OCCC's Clery Annual Security report is on the College Safety, Service and Support web page. The Board of Education also receives an annual Safety Report which includes the Clery data and other safety related updates.

As a small college with only four buildings, the academic and administrative functions are co-located. This enhances security by limiting access points and providing long sight lines. Building security is directed by an extremely vigilant Director of Facilities and Safety (DFS) and other administrators trained to scan for unusual behaviors. Buildings are monitored with closed-circuit cameras and recording devices. Entry alarm systems control off-hours access. OCCC contracts with a security patrol service (TCB Security) for both Newport and Lincoln City sites. TCB provides on-site, evening security weeknights during the Fall, Winter and Spring terms. During times when they are not providing on-site security, TCB staff make periodic visits to check the buildings

after staff have departed for the day to ensure buildings are locked and alarmed.

The Department of Facilities and Safety maintains close relationships with local law enforcement and safety managers of the Lincoln County School district. Together they share information about inclement weather impacts, potential threats and response activities when they occur. A college Safety Committee is comprised of faculty, staff and administrative services staff. The Director of Facilities and Safety is a standing member. Committee members participate in regularly scheduled emergency drills, receive training on basic emergency response activities, and are trained to mobilize as guides during evacuations. Other work by the Safety Committee includes the Great Oregon Shakeout (earthquake drill) and receiving reports of safety concerns.

Emergency Closure/Inclement Weather and FlashAlert

OCCC uses FlashAlert, an online system for delivering changes in schedule (such as snow closures), and other news, to the news media and the public. Message delivery is available directly to students, staff, faculty and the public through FlashAlert Messenger. In the event of a full or partial-day closure due to emergency closure/inclement weather, the College will provide information as soon as possible. FlashAlert, Facebook, Instagram, and the College website are among the channels with which the College provides detailed information.

Disaster Preparation

The OCCC Central (Newport) Campus is in the South Beach area of Newport, which is separated from major services by an aging bridge north of the campus. In the event of a major earthquake event, South Beach could be cut off from services for weeks. The Newport Campus is designated by the state of Oregon as one of three assembly areas in the area, and the only one called out as a long-term shelter by the American Red Cross. The College is deeply involved in South Beach disaster preparedness, preparing for the potential need to house as many as 3,000 people for up to three weeks following a localized earthquake.

Accessibility

As an entity that receives federal funds, OCCC complies with Section 504 of the Rehabilitation Act of 1973. The Act includes requirements to eliminate discrimination based on handicap in any program or activity provided by the College. In addition to the provisions of Section 504, all public entities must also comply with Title II of the Americans with Disabilities Act (ADA).

External compliance oversight of Section 504 and ADA resides with the U.S. Department of Education Office for Civil Rights which establishes state plans for local monitoring and receipt of OCR complaints. In Oregon the OCR oversight is conducted by the Oregon Department of Education delivered through the Methods of Administration (MOA) program responsible for identifying, remedying, and preventing discrimination in all secondary and postsecondary schools that offer Career and Technical Education. OCR facility accessibility requirements are listed in the OCR Postsecondary Checklist, Section 11.

Oregon DOE conducts compliance reviews on post-secondary institutions which offer instruction that prepares students for a career certificate or associate degree in Career Technical Education. This includes all 17 of Oregon's Community Colleges. Community Colleges are selected for reviews based on a ranking system (typically a six-year interval) as well as the number of civil rights complaints received by HECC. OCCC last participated in a full compliance on-site review in 2018, which was documented in the Voluntary Compliance Plan, completed in 2021. (Delay in completion was impacted by ODE's halt to OCR compliance review during the pandemic.)

Technological Infrastructure

OCCC ensures a dependable technology framework that underpins and strengthens instruction, learning, and overall campus functions. The Information Technology (IT) Department manages the services and tools

that make up this infrastructure and support numerous institutional activities. These IT assets include networking systems, telecommunications, servers and data storage, desktop and mobile computing devices, email services, and enterprise software applications. While consistent funding—especially for equipment upgrades—remains a challenge, OCCC remains dedicated to meeting evolving technology and user needs. The IT department's continuous planning and collaboration across the campus help ensure that IT services, infrastructure development, and resources are in alignment with OCCC's mission and strategic goals.

IT Planning

Concurrent with NWCCU's initial (2020) granting of independent accreditation, OCCC received a recommendation regarding IT planning and in 2021 was asked to provide an ad hoc report detailing OCCC's IT planning work from 2015 through 2021. The submitted report resulted in the removal of the IT recommendation as fulfilled. Current IT planning is reflected in the Information Technology Plan (ITP) 2021-2024. This plan includes a section listing initial inputs to the next ITP for 2025-2028, which is under development at the time of this PRFR Report. In addition to the ITP, the College also has a practice in place for life-cycle replacement of computers and associated devices.

Use of Technology

Administrative Policy 3720: Acceptable Use of Technology governs use of OCCC technology. This policy applies to all users, including students, employees, and authorized individuals, and covers all College-owned or managed hardware, software, and networked resources used for academic, administrative, or operational functions. All College computer and network systems are the property of OCCC and require proper authorization for use. These systems are intended solely for instructional and official College purposes. OCCC provides public-use computers in designated areas, available to students and individuals not affiliated with the College. Through its library, the College also provides loaner laptops and Chromebooks for checkout to students or faculty, however, access may be limited based on demand.

Cybersecurity

The primary cyber threats faced by OCCC, (and corresponding software deterrence tools) are 1) Email Phishing Attacks (Barracuda) and 2) Spam and Impersonation (Dark Trace). In addition to these software tools, OCCC also invests heavily in employee education and training to mitigate cyber risk. Annual Vector training includes cybersecurity awareness, and OCCC also subscribes to KnowBe4, a phishing testing service which provides additional training for individuals who respond to periodic phishing tests.

OCCC presents a relatively small digital footprint among higher-education institutions, which is a protective factor. However, OCCC employs further systemic threat detection and management processes. OCCC uses CISA, Palo Alto Firewall Monitoring, and ThreatDown.

- **CISA's (Cybersecurity and Infrastructure Security Agency) Monthly Vulnerability Scanning**, a service that helps organizations identify and address vulnerabilities in their publicly accessible internet-facing assets. It involves regular scans of web applications and other systems to uncover security weaknesses that attackers might exploit.

- **Palo Alto Firewall Monitoring** involves observing and analyzing the activity of a Palo Alto Networks firewall to ensure network security and performance. It includes examining logs, reports, and dashboards to identify potential threats, track network traffic, and verify policy enforcement. This monitoring process helps administrators understand what's happening on their network, respond to security incidents, and optimize firewall rules.

- **ThreatDown Detection and Prevention**, powered by Malwarebytes, is a security solution that combines endpoint protection with advanced threat detection and response capabilities. It proactively

identifies and blocks threats, including malware, ransomware, and malicious websites, before they can cause damage. It also offers features like ransomware rollback, attack isolation, and automated remediation.

2.I.I Submitted Evidence

1. OCCC Board Policy Manual (**PRFR Appendix 1**, #1)
   - BP 3500: Campus Safety
   - BP 3501: Campus Security and Access
   - BP 3505: Emergency Response Plan
   - BP 3510: Workplace Violence
   - BP 3515: Reporting of Crimes
   - BP 3520: Local Law Enforcement
   - BP 3540: Sexual and Other Assaults on Campus
   - BP 3550: Drug Free Environment and Drug Prevention Program
   - BP 6802: Integrated Pest Management
   - BP 6520: Security for College Property
   - BP 6540: Insurance and Risk
   - BP 6800: Occupational Safety
2. OCCC Administrative Policy Manual (**PRFR Appendix 1**, #2)
   - AP 3720: Acceptable Use of Technology
   - Annual Clery Reporting • **Link**
3. Facility Plans, Maintenance and Repair
   - OCCC Master Plan (Mahlum Architects) 1998 • **Link**
   - OCCC Master Plan-Addendum 2008 • **Link**
   - Addendum WERC Building- Option 1; 2017 • **Link**
   - Facilities Assessment 2024 (**PRFR Appendix 4**, #8: Finance and Planning)
4. TCB Contract • **Link**
5. 2025-27 Agency Request Budget Community College Capital Guide • **Link**
6. OCATT Planning
   - OCATT Web page • **Link**
7. Program Review Resource Requests (**PRFR Appendix 3**, #18)
8. Cybersecurity
   - Annual Cyber Security Board Report • **Link**
   - Barracuda Software for Cyber Security • **Link**
   - Darktrace Software for Cyber Security • **Link**
9. Accessibility
   - Oregon Department of Education OCR Jurisdiction • **Link**
   - Oregon Methods of Administration Plan • **Link**
   - OCR Postsecondary Checklist, Section 11: Program Accessibility • **Link**
   - ODE notification of OCR Voluntary Compliance Plan (**PRFR Appendix 4**, #9)
10. Technology
    - Ad Hoc Technology Infrastructure Report 2015-2020 • **Link**
    - Information Technology Plan 2021-2024 (**PRFR Appendix 4**, #10)
    - Technology Replacement Plan 2025. (**PRFR Appendix 4**, #10)

Update on NWCCU Recommendation Four

(Standards: 2.F.2, 2.F.4)

One of the four NWCCU recommendations for OCCC falls within Standard Two, and consequently we include in this PRFR a progress report on our work related to that recommendation. We are hopeful that our work and progress have been such that this recommendation might be viewed as fulfilled.

> **Recommendation Four**: *Assess the performance evaluation process, implementation, and feedback mechanisms, professional growth and development, and support resources for employees necessary for improvement of its operational functions (2020 STANDARDS: 2.F.2, 2.F.4)*

OCCC leadership concurred with the 2020 recommendation. In 2014 the college completed a SWOT analysis and internal assessment of readiness for independent accreditation, and both identified the lack of well-defined human resources processes as a weakness. After some interim measures and work with a consultant, OCCC was successful in hiring a seasoned HR director with extensive experience in higher education, who reports directly to the President. This director (now in her ninth year with the College) has led the development of a robust and strategically focused HR department at OCCC. Processes were rebuilt (and frequently newly built) from the ground up. While there was progress by 2020 and at the 2022 mid-cycle review, much of the work had yet to be fully realized. In May 2024, as the result of a resource request from the HR Program Review (SPARE) the HR Department doubled in staffing, with the addition of the Human Resources Coordinator position. The following improvements and accomplishments have now been achieved.

Performance Evaluation Process, Implementation, and Feedback Mechanisms

Fundamental to many of the improvements has been the automation of HR functions via the Paylocity platform, a cloud-based payroll and human capital management software product. This has significantly improved the completion of employee performance evaluations by automating HR document storage, tracking and notifications and reminders to supervisors/employees when performance evaluations are due. Elements include:

- Automated set-up of review assignments
- Position description
- Goal progress and tracking
- Feedback: Notification and reminder to supervisors/employees include
  - o Position description
  - o Goal progress and tracking
  - o Journal/Feedback entries for employees
- Tracking system of overdue/in-progress reviews for Administrative, Classified, Confidential employees, and PT faculty.
- On-demand reporting of completion status for HR Director and President to review for compliance.
- Implementation
  - o Annual reviews on anniversary date, provided by automation.
  - o Process for probationary employees review (30, 60, 90) for new employees
  - o First-term PT faculty reviews automated with start date.

While the full-time faculty evaluation process is not yet transitioned to the Paylocity platform, important and necessary work has taken place towards this goal. A faculty and administration committee was formed and has worked on the process. The evaluation process and forms developed by the committee are not automated due to the complex nature of the documentation and process. However, currently when FT faculty reviews are completed, the evaluations are uploaded to Paylocity for ease of access for employees and supervisors. Use of this process has provided feedback from both supervisors and employees that there needs to be a less-complex process for FT faculty performance evaluations. Work towards this change and full automation is under-

way. Through a bi-annual meeting of the committee, feedback is shared on the process and implementation of full-time faculty performance reviews.

These enhancements overall have led to significantly higher on-time completion rates of employee performance evaluations across all employee categories.

Completion rates of Performance Reviews within Paylocity
NOTE: Paylocity reviews include all employees except for the FT faculty

Year	Performance Reviews Assigned	% Completed
2022-2023	62	90%
2023-2024	84	76%
Current (Cumulative from 2022)	168	89%

Progress has occurred in the evaluation of the 11 full-time faculty, but not at the rate that we would have preferred. OCCC has seen success in ensuring supervisors of new FT faculty hires (five in the past three years) are completing the three-year annual review process on time. The Faculty CBA establishes that *non-probationary faculty, both full-time and part-time, shall be evaluated by the College but not more than once every two years unless the College determines that additional evaluation is warranted based on performance.* As noted above, the current collaborative process with faculty in determining the evaluation process has resulted in an overly complex and time-consuming evaluation process. The Director of Human Resources and the VP of Academic and Student Affairs have set a goal to implement a revised and more efficient process and to bring all FT faculty evaluations current in 2025-2026.

Professional Growth And Development

Professional development opportunities for faculty and staff have been augmented and clarified. The following professional development opportunities are now funded and clearly communicated.

- Faculty Professional Development
  - o Tuition waivers
  - o Tuition reimbursements
  - o Professional development funding for faculty-initiated professional
    and career development, such as work-related conference/workshop and related travel
  - o In-Service (5 Days in Fall, 1 Day in Spring)
    - Training
    - Updates on:
      - Learning tools, practices and resources
      - Assessment of student success
      - College/state/national guidelines and policies
- Employee Professional Development
  - o Tuition waivers
  - o Tuition reimbursements
  - o In-Service (1 Day in Fall, 1 Day in Spring)
    - Training
    - Updates on;
      - Tools, practices and resources
      - Assessment of functional area goals
      - College/state/national guidelines and policies
  - o Leadership, functional area affinity trainings/seminars/workshops/conferences

Opportunities for professional development (upcoming opportunities and how to apply) are now shared more transparently through the Paylocity portal and widely distributed email communications. Supervisors are now expected to actively engage in finding PD opportunities for staff available via state-sponsored higher education organizations. Separate PD application processes have been developed for faculty and staff. Forms and process descriptions, including selection criteria and approval process are available on the college website. Supervisors are advised by HR on how to follow up on completed PD activities within the employee's position and/or sharing learnings with other college staff.

Support Resources For Employees For Improvement Of Operational Functions

OCCC has likewise made significant strides in providing resources to employees which ultimately improve organizational functions. OCCC's intention in this area is to adhere to a "whole-person, whole-life" perspective. This means to provide employees not only with specific job-related resources, but also the resources that support them in health, wellness, and financial security.

Job-Specific Resources

- Enhanced Position Descriptions with consistent language and opportunity during Performance Review for updates.
- Enhanced access to PD opportunities (see above)
- Performance Review process, especially the 30, 60, 90-day probationary reviews.
- College funded compliance training such as Federal Financial Aid administration
- Annual mandatory training via the Vector training platform
  - Clery Act Overview (Full Course)
  - OCCC FERPA Course (Custom)
  - Diversity and Inclusion: Faculty and Staff (Full Course)
  - Drug Free Workplace (Full Course)
  - Mandatory Reporting (Refresher (Oregon)
  - Cybersecurity Awareness Essentials (Custom)
  - Cybersecurity Awareness for Employees of Educational Institutions: Social Engineering (Full Course)
  - Password Security Basics (Full Course)

Whole Person Resources

- Insurance Benefits
- EAP: offers wide range of services for professional and personal growth and development: counseling, mental health, service resources, well-being tools, and workplace guidance.
- HR Director consultations for employees with significant health disruptions for self or family.
- Planning for the future
  - Retirement Accounts
  - Social Security resources
  - Public Service Loan Forgiveness Resource Page

This summary provides a snapshot of the many advances within the OCCC structures and processes dedicated to the support and growth of our employees. While hopeful that recommendation four can soon be acknowledged as fulfilled, of greater importance is how this significant body of work has improved the support and transparency with OCCC's most important resource, our people who work every day to advance the success of OCCC students.

Submitted Evidence NWCCU Recommendation Four

1. Training/Education Web page • **Link**
2. OCCC Board Policy Manual (**PRFR Appendix 1**, #1)
   - Board Policy 7160: Professional Development
3. Employee Tuition Waivers • **Link**
4. Collective Bargaining Agreement Faculty (**PRFR Appendix 2**, #4)
   - Article 14 – In-Service, Continuing Education & Professional Development
   - Article 16 – Tuition Waivers
   - Article 17 – Tuition Reimbursement (Non-OCCC)
   - Article 25 – Evaluation
5. Collective Bargaining Agreement Classified (**PRFR Appendix 2**, #5)
   - Article 12 – Evaluations
   - Article 15 – Tuition Waivers
   - Article 16 – Tuition Reimbursement/Advance (Non-OCCC)
6. Faculty PD Application • **Link**
7. Faculty PD Scoring Rubric • **Link**
8. Faculty and Staff Resource Web page • **Link**

Other Evidence NWCCU Recommendation Four

9. Paylocity reports available on demand (confidential)
10. For additional evidence, see PRFR 2.F 1-4

Moving Forward

OCCC's preparation for the Year Seven Evaluation of Institutional Effectiveness continues within the Moving Forward focus areas we identified for our 2022 Mid-Cycle review. We concur with the observations of our peer evaluators at that time, who noted:

> "...if there is an overriding impression from this evaluation, it is that OCCC's future work lies in fully implementing the models it has designed ... To those ends, the evaluators were encouraged by OCCC's self-awareness of those imperatives. In its self-study, the college articulated 13 areas of focus for its 'Moving Forward' chapter. Of these, more than half (specifically items 3 through 10) pointed directly to actions that promise to help OCCC prepare the college for its Year Seven self-study. Even more specifically, Items 3, 9, and 10 appear directly relevant to addressing the recommendations from OCCC's 2019 evaluation. As such, these guideposts provide a promising roadmap for moving forward."

Our current blueprint for moving forward is presented in the context of those three 2022 focus areas followed by five additional areas of progress we know are vital as OCCC looks ahead not just to the Year 7 Evaluation of Institutional Effectiveness, but its longer-term vitality and service to the students and communities it serves.

Continuing (from 2022) Focus Areas 1-3

1. Systematize the integration of planning and goal setting, assessment, and linkage to budget throughout all levels of planning, ensuring that all levels of planning support and advance Mission, Core Themes and the College's Strategic Plan.

The current College Strategic Plan (CSP) 2023-2028 was formally adopted by the Board in 2022. Measures of institutional effectiveness were refined to center on a single core theme of Student Success with clearly defined metrics, and that Student Success measure is now used to assess priority one of the CSP (Students at the Center). Annual Institutional Effectiveness and CSP reports to the Board are now integrated and better systematized. The annual Budget development process integrates the CSP, which now integrates the Student Success metrics. Program Review (SPAR) has become a more regular and systematized input to budget development. The new President is working with the Executive Team to ensure full and continued implementation of the planning model as designed.

2. Improve student engagement, satisfaction, and learning achievement including through faculty professional development; use of technology for students; further refinement of assessment processes.

Many improvements and initiatives have focused on improving student engagement, satisfaction, and learning. These include the continuous improvement of the new Coaching model for student advising and support, the Navigator position for access to resources, new student clubs, better communications with students through email and the learning management portal, and many more. Access and processes for Faculty Professional Development have been enhanced (further discussed in the Recommendation 4 section of this report). Student access to and use of technology continues to increase as well, as planned in the Technology Strategic Plan. Regarding assessment of student learning outcomes, after a one-year hiatus in funding of faculty leadership (due to budget constraints and collective bargaining delays) OCCC has now funded not only a faculty lead, but an administrative staff position to support assessment. Progress has resumed and is meaningful. The Director of Human Resources is working with the President and Executive Team to ensure continued funding support, and consistent implementation.

3. Conduct Program Reviews with all programs (Instructional and Service Areas) as scheduled, ensuring outcomes associated with all degree programs are assessed on a regular basis, that the results of learning outcomes are reported, and that appropriate improvement plans are documented and implemented with support from the Office of Instruction and the Executive Team.

Implementation of a program and service area review process has been a culture change at OCCC. Prior to independent accreditation, the oversight of most curriculum was the purview of the faculty of the contracting college. Only a limited number of OCCC CTE programs had experience with program review. During the six years (including 1.5 disrupted by the pandemic) since independent accreditation implementation has not always met the schedule, but we have seen a positive trajectory and are now nearing our target of all programs and service areas having completed at least one comprehensive (4-year) review along with increasing completion of the annual intermediate SPAREs. The addition of a new staff position (Director of Curriculum Operations & Effectiveness) charged with management of the SPAR process has solidified implementation and significantly accelerated completions. Additionally, oversight of the SPAR process now resides with a newly formed committee, the Institutional Effectiveness Steering Committee. The 2025-2026 focus will be to continue and advance the systematic implementation of the SPAR process and the new SPAR oversight role of the Institutional Effectiveness Steering Committee (IESC), and to ensure that outputs of the SPAR process inform budget development in a meaningful manner.

Additional Focus Areas

4. Institutional Effectiveness Steering Committee

A challenge in systematically guiding and implementing an integrated approach to institutional effectiveness at OCCC has been the lack of a centralized, holistic and collaborative guiding body. Discussions in 2024 lead to the formation of the IESC in early 2025. This formalized the previous ad hoc meeting groups that discussed aspects of IE and more intentionally defined membership to include faculty and classified staff. The IESC subsumed the functions of the previous Assessment Task Force and Accreditation Steering Committee. The College Council and the President endorsed the IESC proposal. Meetings began in 2025, and a focus of the next year will be to systematize committee work and processes. IESC is advisory to the VP of Academic and Student Affairs and reports monthly to College Council.

5. Redesign and Revitalization of the College Website

A web redesign is underway, with a contract already signed this summer, slated to be completed in 2026. Objectives of the redesign are to ease access and generally improve the user experience and provide quicker access to relevant information for students and the public. The ease of navigation for students is intended to support recruitment and retention efforts. Better access for the public will enhance our commitment to transparency. Above all, the new site development contract places greatest emphasis on achieving Web Content Accessibility Guidelines (WCAG) compliance, an indicator that the OCCC website is accessible to the greatest possible population of community members, stakeholders, staff, students, and potential students.

6. Personnel Transitions in Leadership and Key Staff

In a small college such as OCCC it is vital that managers and key staff are not only effective leaders of their assigned people and areas, but also that in totality these individuals have the combined qualifications and experience to address the many guidance and compliance elements of NWCCU, DOE, HECC and other state and federal oversight laws and agencies. In 2025 the OCCC Board hired it's third (permanent) president, replacing the prior president who had served for 10 years. The current VP of Academic and Student Affairs is interim and other key leaders may retire within a few years. President Roache, the ET, and the Director of Human Resources are working carefully to ensure that position descriptions and recruitment plans will address these responsibilities in a holistic and coordinated manner.

7. Continued Development of Administrative Policies

Prior to independent accreditation in 2020, OCCC did not have a robust lexicon of Administrative Policies (APs) to document the implementation of Board Policy. Due to the prior contracting arrangements with other colleges, many operating practices were dictated by those colleges. OCCC has since engaged in the development of Administrative Policies, and the rate of progress has accelerated in the past year so that the majority of recommended APs are now in place. This work continues and OCCC intends to fill any remaining gaps (based on the recommendations of the OCCA policy service) in 2025-2026.

8. NWCCU Recommendations

Upon OCCC's initial accreditation in 2020, OCCC received five recommendations. One (Technology) was fulfilled via an ad hoc report in 2021. Of the remaining four, one falls within Standard 2, and an update is provided with this PRFR. The other three all fall within Standard 1, and concern Integrated Planning, Program Review and Assessment of Learning. As shown above, our focus on these recommendations had been significance, and will continue through the next year to strive to address the guidance from NWCCU.

Submitted Evidence

1. Peer Review of Mid-Cycle Evaluation (2022) • **Link**
2. Mid-Cycle Evaluation (2022) • **Link**
3. NWCCU Letter In Response to MCE (Feb. 2023) • **Link**
4. Information Technology Plan (**PRFR Appendix 4**, #10)

Acknowledgments

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