



Evaluation of Institutional Effectiveness

YEAR SEVEN

Oregon Coast Community College
Submitted to Northwest Commission on Colleges and Universities
August 31, 2026

APPENDIX J:

INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☒ There was broad participation/review by the campus community in the preparation of this report.
- ☒ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☒ 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 31, 2026

(Date)

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Institutional Overview & Preface

Oregon Coast Community College: Institutional Overview

Oregon Coast Community College (OCCC) is an open-access, publicly funded two-year institution, one of 17 locally governed community colleges in Oregon. Oregon community colleges offer certificates and two-year degrees, some bachelor's degrees, customized workforce training programs designed to meet community needs, degrees and coursework to transfer to a four-year university, and more.

Oregon Coast Community College serves residents across Lincoln County and beyond. The College offers credit and non-credit courses at its facilities in Newport, Lincoln City, Toledo, and Waldport, as well as other locations throughout the county. Students range in age from 16 to 80+ and attend Oregon Coast for a variety of reasons: to update employment skills, to obtain an associate degree or, beginning in Fall 2026, a Bachelor of Science in Nursing; to prepare for transfer to a bachelor's degree program; to gain or refresh basic academic skills; or to pursue personal cultural enrichment. Some attend credit classes full-time or part time, while others take one or more non-credit classes. Many students combine school and work. At OCCC they encounter supportive and welcoming advising staff, and in the classroom, they benefit from average student-to-faculty ratios of 13:1.

The following enrollment data is from the Oregon state audited enrollment data system (D4A). Total enrollment (headcount) of credit and non-credit students attending the College for the past three years has been 1891 (22-23), 1984 (23-24), and 1437 (24-25). During this same time frame, full-time equivalent enrollment has climbed steadily, from 495 FTE in 22-23, to 577 in 24-25. Likewise, during this time frame, students are increasingly earning degrees and certificates. In 22-23, 78 degrees and certificates were awarded. By 25-26, the number of degrees and certificates awarded climbed to 113. The headcount drop recorded from 23-24 to 24-25 does not reflect a decline in the College's core mission — rather, it stems from a deliberate Executive Team decision to stop formally registering many noncredit community education students, a process that had become inefficient relative to its value. Notably, this shift coincides with the opposite trend in the metrics that matter most: FTE and credential completion, both of which continued to rise.

OCCC was established in 1987 as a “contract college” operating under the regional accreditation of other larger Oregon community colleges. In 2014, OCCC initiated the process to seek independent institutional accreditation through the Northwest Commission of Colleges and Universities (NWCCU), which was achieved effective for the 2019–2020 academic year. While the 2026-2027 academic year marks OCCC's 40th year of service, for many institutional systems associated with independent accreditation, OCCC is only in its seventh year of independent operation. Since that time, the College has continued to mature as an independently accredited institution, strengthening governance, expanding career and technical education, increasing grant capacity, deepening partnerships with local schools and employers, and aligning program development with regional workforce needs.

This work has been especially important in a rural coastal county where the median household income is approximately 20% below the statewide median. Students additionally face barriers related to transportation, housing, childcare, and access to nearby higher education options. Lincoln County encompasses nearly 1,200 square miles with 73 miles of coastline on the Pacific Ocean. Communities are shaped by maritime industries, commercial



fishing, seafood processing, tourism and hospitality, health care, public services, small business, natural resources, and the trades.

As the only public postsecondary institution based in Lincoln County, OCCC plays a central role in expanding educational access, workforce preparation, transfer pathways, and community resilience for students and employers across the region.

A very significant recent development is the **Oregon Coast Advanced Technology and Trades Center** (OCATT). OCATT is the planned facility for expanded trades and advanced-technology education. In May 2024, Lincoln County voters approved a local bond measure that includes funding for OCATT, along with other College facility needs, by an approximately 2:1 margin. OCATT will open in Fall 2027 and will support new and expanded programs in maritime maintenance, industrial facilities maintenance, building facilities maintenance and construction, welding, and related skilled trades.

In addition to OCATT, OCCC continues to expand and strengthen programs in health care, early childhood education, natural resources, aquaculture, emergency medical services, nursing, and transfer education. The College has increased nursing capacity, supported simulation-based instruction, developed apprenticeship and pre-apprenticeship pathways, advanced integrated education and training models, and strengthened partnerships with the Lincoln County School District, local employers, community-based organizations, workforce agencies, and regional colleges.

Across these efforts, OCCC remains grounded in its rural mission and its responsibility to the communities of Lincoln County. The College's current trajectory reflects both continuity and growth: a commitment to open access, student-centered learning, transfer education, workforce development, and community partnership, paired with a new level of institutional capacity made possible through independent accreditation, community investment, and strategic program development.

Preface

Accreditation Context

The Preface should be read in the context of OCCC's 2022 **Mid-Cycle Self-Evaluation Report**, the subsequent **Mid-Cycle Peer-Evaluation Report**, and the four Recommendations established through OCCC's initial accreditation process and addressed in this Year Seven Evaluation of Institutional Effectiveness.

Evidence supporting the discussion throughout this report is identified by EV number. The complete Submitted Evidence list appears at the end of the report, organized by topic, with direct links to the corresponding exhibits; selected narrative sections also provide direct links to foundational documents and relevant College webpages.

Institutional Changes Since the Last Report

The period since OCCC's 2022 Mid-Cycle Evaluation has been one of substantial institutional development. The College has expanded its academic programs, facilities, technology, community partnerships, and organizational capacity while navigating significant leadership and staffing changes. At the same time, the College has continued the implementation work identified in the College's Mid-Cycle self-study and confirmed by the 2022 peer evaluators as central to its next stage of development.



The 2022 peer evaluation recognized that OCCC had developed thoughtful models for institutional effectiveness, student learning and achievement, program and service-area review, and employee evaluation. The evaluators' overarching observation was that the College's next stage was to sustain implementation and use of these systems. Their assessment, together with OCCC's own Moving Forward priorities, provides the organizing context for the four recommendations addressed here.

Enhanced Internal Systems with Mid-Cycle Guidance

Implementing program and service-area review. (Recommendation 1)

The Service and Program Area Review (SPAR) is the College's ongoing review process for instructional programs and service areas. Each area completes a SPARE, the annual Service and Program Annual Review and Evaluation, with a comprehensive SPARC (Service and Program Area Review – Comprehensive) conducted every four years. The 2022 Assessment Plan and Handbook established this structure and connected review findings to planning and resource allocation. Since the 2022 visit, implementation has accelerated substantially. Current records document comprehensive SPARCs for 11 of the College's 12 current instructional program areas during 2022–2025. Nursing & Allied Health remains the one current instructional area for which the timing of the next comprehensive review is being determined. Service-area records document sustained SPARE/SPARC activity through the 2024–25 review cycle, with the next cycle scheduled for fall 2026. The College established a Director of Curriculum Operations & Effectiveness position to support implementation. Current SPARE/SPARC templates further document the connection among assessment, improvement priorities, planning, and resource requests. The detailed response to Recommendation 1 documents this institutional progression in greater detail.

Strengthening student learning assessment and its use. (Recommendation 2)

OCCC has continued to strengthen the culture and infrastructure for assessment of student learning that the 2022 evaluators recognized as an area requiring continued implementation. The College's 2022 Assessment Plan and Handbook provided the formal foundation; since then, OCCC has added annual Department Reports, a faculty reflection questionnaire, annual assessment outcome reporting, and longitudinal Assessment Task Force reporting. Faculty leadership and administrative support for assessment have also been strengthened. Assessment is increasingly connected to faculty reflection, program review, and improvement. The detailed response to Recommendation 2 documents this institutional progression in greater detail.

Integrating planning, assessment, and resource allocation. (Recommendation 3)

OCCC has moved toward a more explicit and systematic institutional effectiveness framework that connects mission, strategic priorities, Student Success measures, assessment, program and service-area review, annual planning, resource considerations, budget development, and Board oversight. The **2023–2028 College Strategic Plan**, adopted in 2022, refined the College's institutional effectiveness measures around Student Success and established clearer connections between those measures and strategic priorities. Annual institutional effectiveness and strategic-plan reporting to the Board are now more closely integrated, while program and service-area review has become a more regular input into budget development. In 2025, the



College established the Institutional Effectiveness Steering Committee (IESC) to add broader institutional input and collaboration to the College's existing administrative oversight of planning, assessment, and effectiveness functions. Figures 1–4 provide a holistic view of the College's current integrated and comprehensive planning system, including its major inputs, decision points, governance relationships, and timing. The detailed response to Recommendation 3 documents this institutional progression in greater detail.

Strengthening employee evaluation, professional development, and employee support. (4)

The fourth major area of implementation has been the College's employee evaluation and professional development system, together with the resources and support employees need to carry out their work. The 2022 evaluators included employee performance tracking within their overarching concern about implementing the College's designed systems. Since then, OCCC has continued to develop the supporting infrastructure and organizational capacity needed to sustain employee evaluation, professional growth and development, and effective support for employees. The detailed response to Recommendation 4 documents this institutional progression in greater detail.

Institutional Growth Beyond Mid-Cycle Guidance

Expanded academic programs and student pathways.

OCCC's academic portfolio has expanded in response to student, community, and workforce needs. Since 2022, the College has developed its first baccalaureate program, the **Bachelor of Science in Nursing**, along with new programs in areas including **psychology**, **natural resources**, and **pre-apprenticeship**. The College has also developed new transfer pathways, including partnerships with Western Oregon University. The development of the \$30 million Oregon Coast Advanced Technology and Trades Center represents another major institutional step. The OCATT will open in the Fall 2027 term and will support new and expanded workforce programs in areas including maritime maintenance, industrial and building facilities maintenance, construction, and welding.

Outsized Enrollment Growth.

From 2021–22 to 2025–26, Oregon Coast Community College (OCCC) significantly outperformed the rest of the state, growing by 44.41% in FTE (full-time equivalent enrollment) while the remaining 16 community colleges averaged an estimated 8.68% growth over the same period. This growth has been driven by the expansion in academic programs relevant to students and community, the continued enhancement and refinement of student advising and support systems, and finally a commitment to build awareness locally and regionally of the benefits of an OCCC Degree or Certificate.

Modernized infrastructure, technology, facilities, and operations.

OCCC has continued the transition—already visible to the 2022 evaluators—from externally provided or legacy systems toward locally managed institutional infrastructure. Since 2022, the College has implemented or substantially upgraded core administrative and technology systems, including Focal for student information, Sage for finance, and Paylocity for human resources and payroll, along with other



accounting and administrative tools. The College has also improved network capacity and security, implemented new firewall and Darktrace cybersecurity tools, expanded Microsoft 365 access, and established laptops as standard equipment for full-time faculty. Staff and faculty participation in IT governance has also increased. Physical facilities have also undergone substantial modernization, including improvements to existing College facilities supported by the 2024 Bond, in addition to the OCATT facility. The College has also expanded instructional and community-facing spaces, including through the Toledo center, and completed a comprehensive [website](#) redesign with accessibility in mind.

Expanded fiscal and resource capacity.

OCCC has strengthened its capacity to identify and secure resources in support of institutional priorities. The successful passage of the 2024 local bond measure is the most visible example of the College's ability to translate strategic priorities and community needs into a major public investment, including the OCATT facility and other College facility needs. The College has also strengthened its grant capacity through the Grants Director position. The [FY25–26 Grants Department SPARE](#) documents 11 competitive grants totaling approximately \$1.49 million, including \$1 million in multi-year OCATT equipment funding, while also documenting alignment with the College's strategic priorities. These developments are complemented by strengthened financial and development operations, including additional finance staffing, upgraded financial systems, expanded Foundation capacity, and implementation of a new donor-management system.

Leadership transition and institutional continuity.

The period since 2022 has included substantial leadership and staffing change, including new Board members and transitions in the presidency and among senior academic, student-affairs, nursing, assessment, and dean-level leadership. OCCC has deliberately managed these transitions in ways intended to preserve institutional knowledge and continuity. Examples include the former President continuing as Accreditation Liaison Officer through the end of the Year Seven accreditation cycle, the interim VPASA supporting transition to the new permanent VPASA, and the former VP Academic Affairs moving into the Grants Director role while retaining vital workforce relationships and institutional knowledge relevant to new program development. These transitions have provided opportunities to preserve continuity while also allowing new leaders to shape the next phase of the College's work. This continuity and succession support remains an important institutional strategy. The systems described in the 2022 peer evaluation were built during OCCC's transition to independent accreditation. The intervening years have demonstrated that these systems can persist, evolve, and be used through changes in personnel and organizational structure. The evidence presented at the end of this report indicates that OCCC has increasingly embedded institutional planning, assessment, program review, resource allocation, and governance practices in regular College operations rather than leaving them dependent upon individual leaders.

Looking Forward

Taken together, the changes since 2022 describe an institution that has both implemented and evolved. OCCC has responded directly to the 2022 peer evaluators' central message by moving its institutional models toward regular practice, while simultaneously expanding its programs, infrastructure, community partnerships, fiscal



capacity, and organizational reach. This period demonstrates strengthened institutional capacity: the capacity to assess performance, identify needs, make decisions through established governance processes, allocate resources, respond to changing community conditions, and sustain direction through organizational change. The four Recommendation responses provide the detailed evidence of implementation and continuing refinement in the areas identified through the accreditation process.



Recommendation 4: Employee Performance Evaluation, Professional Growth and Support

NWCCU Recommendation 4 (2020 Standards 2.F.2; 2.F.4)

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.

Mid-Cycle Findings and OCCC's Response

OCCC has substantially strengthened its employee evaluation, professional development, and employee support systems since the **2022 Mid-Cycle** evaluation. The Mid-Cycle **review** identified inconsistent implementation of employee performance evaluations as an area requiring continued attention. OCCC responded by increasing Human Resources capacity, expanding administrative capacity for evaluations, implementing automated tracking and reminders through **Paylocity**, and continuing to review the design and usefulness of evaluation processes. These investments have moved employee evaluation from a process that was still being implemented toward a monitored and continuously improving institutional system.

A particularly important institutional response was the addition of a Human Resources Coordinator in May 2024, which doubled HR staffing. This position was added in response to a resource request identified through the HR SPARE process, demonstrating the College's use of program/service-area review to identify and address institutional capacity needs.

Employee Evaluation: Design, Delivery, and Completion

OCCC has strengthened both the infrastructure and the management of employee evaluation. Paylocity now supports evaluation assignments, position descriptions, goal progress and tracking, employee feedback entries, automated reminders, tracking of overdue and in-progress reviews, and completion reporting. The system is used for multiple categories of employees, including administrative, classified, confidential, student employees, probationary employees, and part-time faculty.

The College is also using the resulting information to monitor implementation. The 2024–25 **HR SPARE** documented 80 evaluations assigned through Paylocity and an 88.75 percent completion rate, while also documenting improvements in HR reporting functionality and the ability to provide more timely and consistent information.

The longitudinal evaluation data below provide a clearer picture of progress. The number of completed evaluations has increased each year, from 61 in 2022–23 to 82 in 2025–26. At the same time, the number of evaluations assigned increased from 62 to 100. Thus, the College has substantially increased the volume of evaluations being managed while maintaining completion rates in the 82%–89% range in each of the three most recent years. The 2025–26 figure may change slightly as remaining evaluations are completed; updated information will be available to evaluators during the visit.



Fiscal Year	Completed Reviews	Reviews Assigned	Completion Rate
2022–23	61	62	98.39%
2023–24	67	75	89.33%
2024–25	71	80	88.75%
2025–26	82	100	82.00%

OCCC also uses feedback from employees and supervisors to improve the evaluation system itself. For classified employees, a committee of classified staff is reviewing the evaluation process, contract language, opportunities for greater collaboration between employees and supervisors, and Paylocity functionality for documenting goals and accomplishments. The group meets twice monthly and will bring recommendations forward for leadership feedback.

For full-time faculty, the College has recognized through experience with the existing process that the evaluation form is more complex than necessary. The Deans Council is reviewing the form for greater clarity and usability, while academic leadership has also worked with ABE/GED faculty to adapt the part-time faculty evaluation tool to better reflect their instructional responsibilities and outcomes. These examples demonstrate that OCCC is not simply administering an established process; it is obtaining user feedback and using that feedback to refine the system.

The remaining work to transition all full-time faculty evaluations to a more automated process is therefore being approached as the next stage of an operating improvement cycle. Completed full-time faculty evaluations are uploaded to Paylocity for employee and supervisor access, while the College continues work on a simpler and more efficient evaluation process.

Professional Growth, Development, and Employee Support

OCCC has also expanded and clarified the **professional-development and employee-support** resources available to faculty and staff. These include Fall and Spring In-Service activities, faculty professional-development funding, tuition waivers and reimbursement, compliance and operational training, leadership-development opportunities, and other employee resources. The HR SPARE documents continuing refinement of training systems and professional-development processes.

Employee support extends beyond professional development. OCCC provides resources including the Employee Assistance Program, insurance and benefits information, retirement and Social Security resources, Public Service Loan Forgiveness information, and HR support for employees experiencing significant health or family circumstances. These resources are now more clearly organized and communicated to employees.

The College also assesses training effectiveness. The 2024–25 HR SPARE reports that 92 percent of employees completed all assigned compliance training, and that HR refined the deployment process to improve alignment with current practice, regulatory requirements, and changes in law.



Current Status and Continuing Refinement

OCCC's response to Recommendation 4 now reflects a functioning institutional system. The College has increased HR capacity, implemented automated evaluation tracking and reporting, expanded access to professional development and employee support, established mechanisms for employee input, and used that input to refine evaluation tools and practices.

The evidence, including an [update from Human Resources](#) prepared in August 2026, demonstrates an operating cycle in which OCCC sets expectations, conducts and tracks evaluations, reviews completion and implementation, gathers feedback from users, and uses that information to improve the process and related employee supports. The remaining work—particularly simplification and further automation of full-time faculty evaluation—is occurring within this functioning system of continuous improvement rather than representing the implementation gap identified at Mid-Cycle.

OCCC has established and is operating the institutional infrastructure necessary to address Recommendation 4. Evaluation completion remains an area requiring continued management attention, but the College now has the staffing, tracking, reporting, feedback, and continuous-improvement mechanisms necessary to identify incomplete evaluations and act upon them.



NWCCU Standard 1.A.1: Institutional Mission

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

OCCC's mission establishes the purpose for the College and places student success at the center of its work. The current mission states:

At Oregon Coast Community College, we equip students for success by providing educational pathways and supports in response to the evolving needs of Lincoln County and beyond.

Fulfillment of Standard 1.A is met by the mission statement in conjunction with the institutional name (Oregon Coast Community College). Together, they define OCCC's broad educational purpose as providing higher education within the legislatively established boundaries for Oregon community colleges. Historically this boundary was associate-level degrees and certificates focused on transfer and employment. In recent years the boundary expanded to include limited workforce-focused baccalaureate degrees, and OCCC now offers the Bachelor of Science in Nursing beginning Fall 2026. "Oregon Coast" in the name reflects the local and regional focus of OCCC in Lincoln County, although programs such as **Aquarium Science** and Nursing draw students from farther distances. The mission's statement that OCCC "equip[s] students for success" denotes a commitment to robust student supports that enable students to benefit from the College's academic and workforce-focused programs. The mission's reference to responding to the "evolving needs" of the community also expresses OCCC's commitment to ensure offerings remain relevant over time.

The current mission is a refinement and distillation of the prior mission reflected in OCCC's **2025 Policies, Regulations & Financial Review** (PRFR)/Year Six report. **President Dr. Marshall Mease Roache** and the OCCC **Board of Education** undertook the review to ensure alignment among newer Board members, College leadership, and constituent groups. Feedback validated the essence of the prior mission while indicating that a more concise statement would better serve students and the community. Following several months of collaboration and review, the current mission was approved by the Board of Education at its October 15, 2025 meeting. Going forward, OCCC intends to review its mission regularly. The beginning of an accreditation cycle provides a natural point for formal Board review, while the mission remains the stable statement of institutional purpose against which strategic planning and institutional effectiveness are considered.



NWCCU Standard 1.B: Improving Institutional Effectiveness

Continuous Assessment and Improvement

1.B.1

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

OCCC's Integrated and Continuous Planning and Assessment System

OCCC prides itself above all on being a student-centered college. All planning and assessment is designed with this goal in mind. Student success at OCCC encompasses today's students and future students. This commitment requires striving for excellence in current programs as well as careful, intentional and continuous movement towards educational and workforce offerings designed to meet the needs of tomorrow's students.

OCCC's integrated and continuous planning and assessment system brings together assessment of student achievement and student learning, strategic planning, program and service review, environmental and community input, governance, resource allocation, implementation, and continuous improvement. As illustrated in Figures 1–4, these processes operate as interconnected parts of an integrated planning system, with different processes providing information and decision points at different stages and levels of institutional work.

Taken together, Figures 1–4 provide a holistic view of OCCC's integrated planning system. The figures answer four practical questions: (1) Inputs — What informs OCCC's planning? (2) Investments — How does OCCC evaluate strategic opportunities and connect them to resource requirements? (3) Planning — How do OCCC's mission, priorities, assessment, resource allocation, implementation, and improvement connect? and (4) Cycle — When and where do major planning, governance, assessment, and resource-allocation decisions occur? Together, the figures illustrate an ongoing, evidence-informed system.



Figure 1 — Institutional Planning: Internal and External Sources of Input

Effective planning begins by listening, learning, and monitoring—within our college and throughout our community and region.

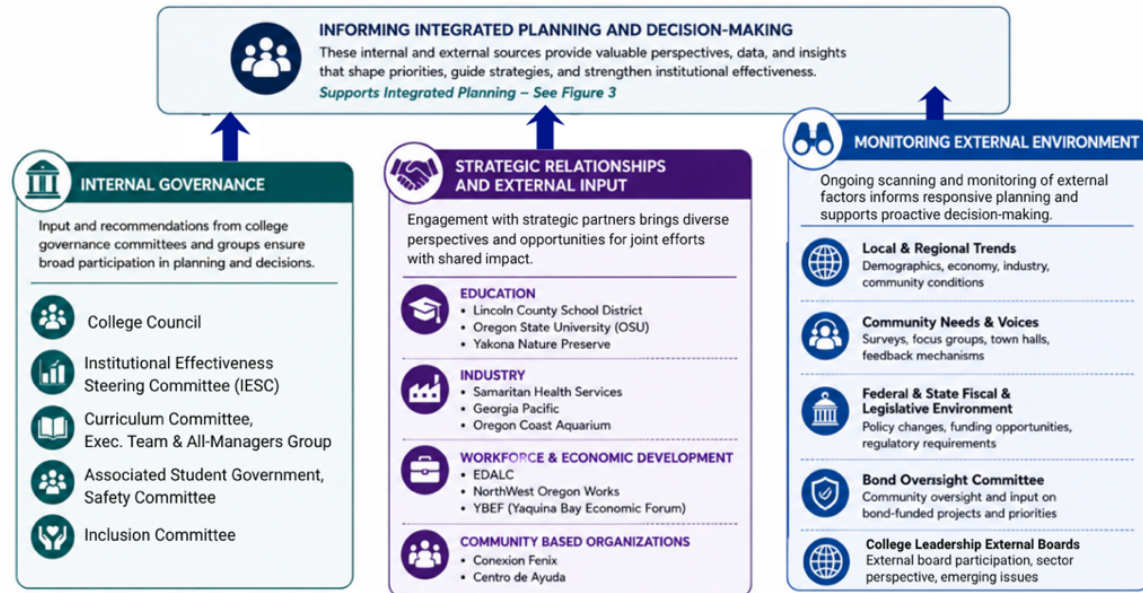


Figure 2 — Strategic Investments: New Programs and Strategic Initiatives

How are new programs and Strategic Initiatives evaluated and developed before entering integrated planning and resource allocation?

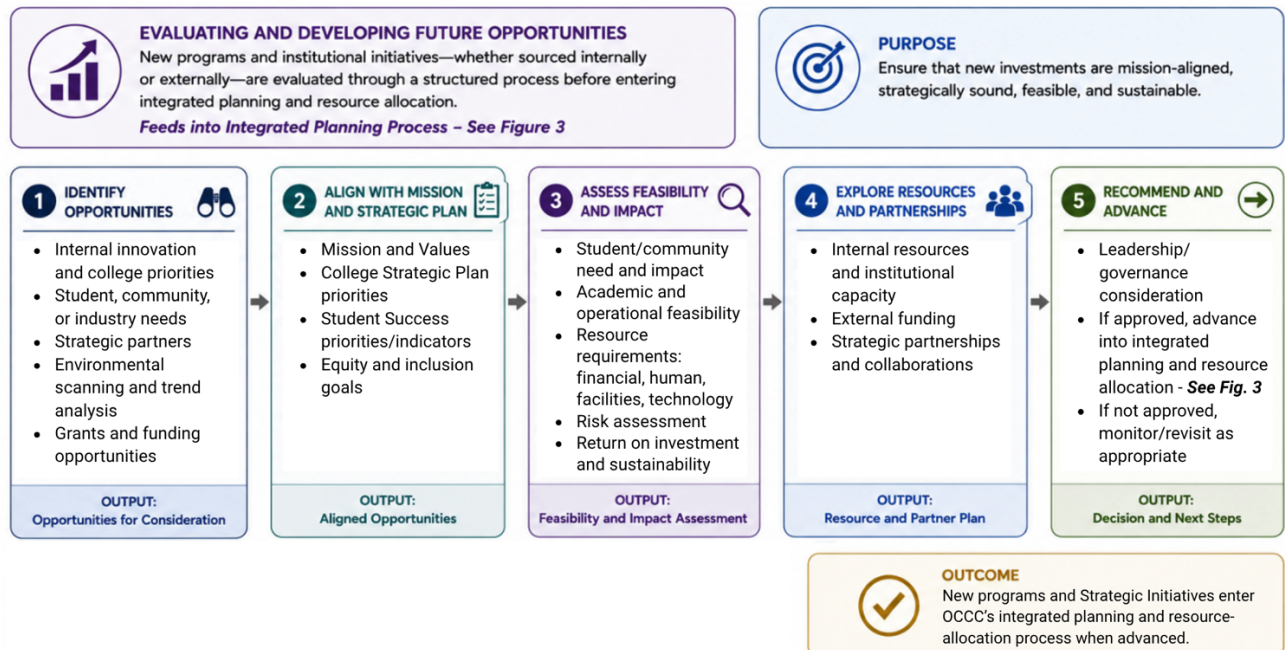


Figure 3 — Integrated Planning & Assessment System

OCCC integrates planning and assessment to establish priorities, guide resource allocation, support implementation, and drive continuous improvement.

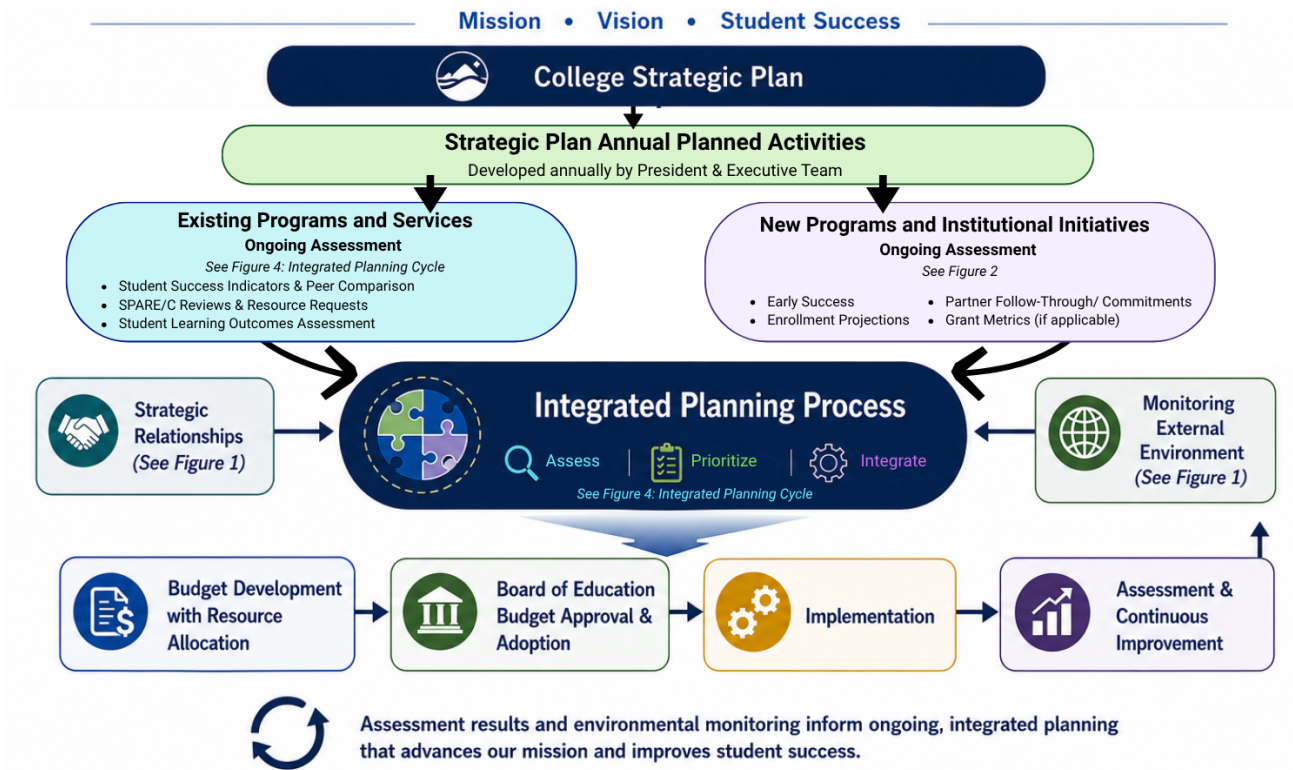
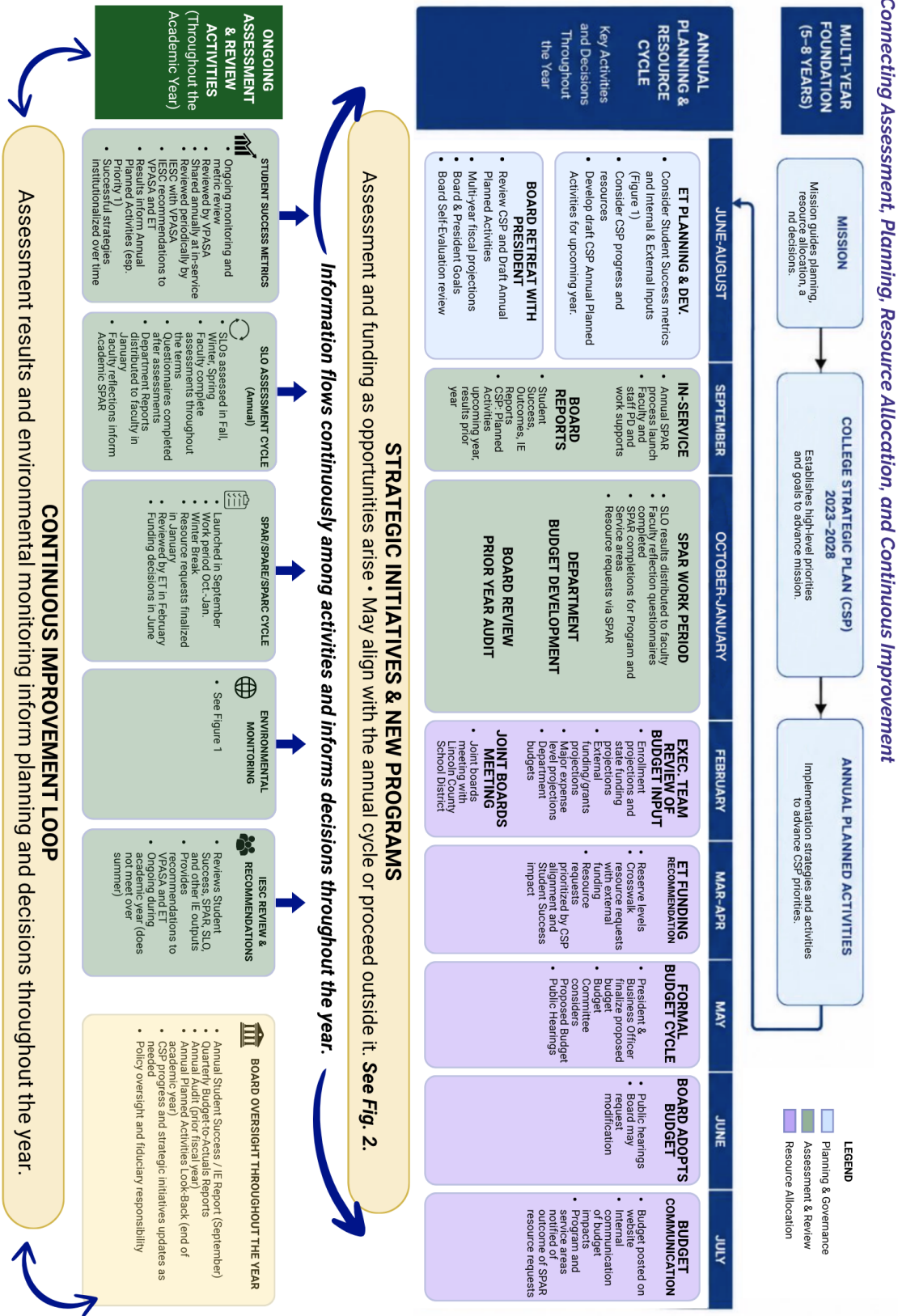


Figure 4 — Integrated Planning Cycle Over Time (View in landscape)



OCCC's Integrated and Continuous Planning and Assessment System

OCCC's institutional effectiveness system is a set of interconnected processes operating at different levels and time scales. For ongoing instructional programs and support services, the system provides a continuing cycle of assessment and review through Student Success information, student learning assessment, service and program review, and related inputs. New programs and Strategic Initiatives follow a separate evaluative pathway in which opportunities are considered in relation to institutional priorities, community and strategic input, capacity, feasibility, and resource implications before moving into integrated planning and implementation. Both pathways feed the same institutional cycle of planning, resource allocation, implementation, and subsequent assessment and improvement.

OCCC's institutional effectiveness system brings together four complementary components: Student Success indicators and peer comparison; the **College Strategic Plan and Annual Planned Activities**; SPAR; and assessment of student learning outcomes. The system is grounded in the College's broader institutional planning and assessment practices, and the 2025 PRFR provides a recent description of these components. At the institutional level, the components are complementary rather than sequential. Detailed Mission Fulfillment and Student Success measures are addressed in 1.B.2; inclusive planning and resource allocation in 1.B.3; environmental monitoring in 1.B.4; and substantive student-learning assessment in 1.C.

Institutional effectiveness oversight and accountability resides with the President and the Vice President of Academic and Student Affairs (VPASA). The **Executive Team** provides the principal executive forum for deliberation and prioritization, while the Board acts where Board authority is required, including adoption of the budget and other matters within its purview. The recently established Institutional Effectiveness Steering Committee (IESC) provides an emerging collaborative and advisory structure for institutional effectiveness. Its current work includes building shared understanding of OCCC's IE systems, reviewing institutional information and processes, and developing its capacity to support institutional effectiveness.

The system operates continuously across multiple time scales. The College Strategic Plan provides the multi-year framework; annual planning translates priorities and current conditions into near-term activities; SPAR provides structured review through OCCC's program and service-area review process; and student learning and student achievement information provides evidence about outcomes. Environmental conditions, strategic relationships, governance input, institutional capacity, and other relevant information enter these processes at multiple points. The detailed mechanisms of Mission Fulfillment, planning and resource allocation, environmental monitoring, student learning assessment, and student achievement are developed in Sections 1.B.2–1.B.4, 1.C, and 1.D, respectively.

As shown in Figure 4, the annual cycle brings together executive planning, Board review, assessment reporting, and resource-allocation decisions at **defined points during the year**. Current evidence demonstrates the use of this cycle in OCCC's annual planning process. During June through August, the Executive Team (ET), the President and three Vice Presidents, develop potential Annual Planned Activities with their teams. The ET considers the combined list holistically and refines it before the President presents the activities to the Board. The activities are developed in relation to Student Success results, environmental conditions, strategic relationships, partnership opportunities, and the five CSP priorities, along with progress on prior-year Annual Planned Activities.



Resource allocation is a principal mechanism through which planning becomes institutional action. Program and service-area review includes resource requests that are evaluated in relation to College priorities and integrated into budget planning. Current Board and budget materials document the connection between strategic planning, consultation, resource alignment, budget development, and Board action. The FY25–26 Grants Department SPARE provides a current example of service-area assessment and planning: the Grants Office documented its grant activity, connected the work to College strategic priorities, and identified a resource request for the following fiscal year.

OCCC's recent review of its institutional effectiveness systems has also provided opportunities to examine not only outcomes, but the effectiveness of the processes themselves; this reflection has helped the College clarify system roles, strengthen process documentation, and identify opportunities for continued improvement.

Taken together, OCCC's planning, assessment, program and service review, governance, resource-allocation, and continuous-improvement processes form a continuing institutional cycle: information about outcomes, programs and services, priorities, opportunities, and changing conditions informs planning; planning shapes prioritization and resource decisions; implementation produces new information; and that information returns to the institutional effectiveness system for subsequent review and improvement. The following 1.B subsections explain the specific elements of this system as required by NWCCU Standard 1.B.

Mission Fulfillment and Student Success

1.B.2

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

OCCC defines Mission Fulfillment within a single Core Theme: Student Success. The Student Success framework provides a consistent institution-level view of progress toward the College's mission and informs priorities for institutional improvement. The framework aligns with the Oregon Community College Student Success Center (OCCSSC) measures—Completing Gateway Courses, Progress, Retention, and Success—and is supplemented by OCCC's locally developed measure, Belonging and Early Success. The **Student Success Indicator Table** further identifies subobjectives, achievement indicators, and thresholds.

OCCC has refined its Student Success framework over time in response to experience with the measures and to opportunities identified through the accreditation cycle. The **current framework**, finalized in 2025, reflects that refinement and provides a more focused and useful set of indicators for assessing Mission Fulfillment and informing institutional improvement.

Monitoring Progress and Discussing Results

OCCC reviews Student Success results over time and considers year-over-year trends rather than relying on a single reporting period. The VPASA continually reviews the metrics; results are shared with the Executive Team and with the college community through annual reporting and in-service activities; and the IESC periodically reviews the metrics with the



VPASA. **The 2025 Annual Review of Core Theme Metrics** documents objectives, indicators, thresholds, comparator benchmarks, and institutional responses.

Connection to the College Strategic Plan

The Student Success framework also serves as the assessment framework for the College Strategic Plan's Priority 1, Students at the Center. Students at the Center has provided continuity in OCCC's strategic focus on student-centeredness across the prior 2015–2022 Five Big Ideas framework and the current 2023–2028 College Strategic Plan. Following mid-cycle feedback, OCCC aligned the Student Success Core Theme measures with the assessment framework for Students at the Center, strengthening the connection between Mission Fulfillment and strategic planning. Student Success results inform Annual Planned Activities, particularly activities associated with Students at the Center.

Strategic Assessment Beyond Priority 1

Student Success metrics provide the formal Mission Fulfillment framework and the assessment framework for Priority 1, but OCCC also tracks progress on the other four College Strategic Plan priorities through the Annual Planned Activities. Progress on these priorities is considered by the College through the annual planning and Board reporting cycle, using quantitative and qualitative information appropriate to the activities and circumstances of each priority.

Peer Comparison and Distinct Comparator Purposes

OCCC compares Student Success results with four rural-serving Oregon community colleges identified through the OCCSSC framework as similar to OCCC for purposes of Student Success outcome comparison. This group is the **Oregon Small College Comparison Group** and serves as the College's primary comparison group for Student Success performance. OCCC also uses two rural-serving Montana community colleges, Miles Community College and Dawson Community College, as strategic/programmatic comparators. OCCC selected these institutions following an analysis of potential out-of-state comparators; they provide an aspirational reference for how rural two-year institutions have developed and delivered trades and advanced-technology programming, areas in which OCCC is expanding its offerings. OCCC therefore uses comparison institutions according to the purpose for which each comparison is most meaningful. Broader student-achievement peer-comparison and disaggregation evidence is addressed in 1.D.

Mission Fulfillment and Institutional Learning

OCCC's use of the Student Success framework has provided an ongoing opportunity to assess both institutional outcomes and the usefulness of the College's measurement and reporting approach. The College continues to refine how Student Success information is interpreted in relation to strategic priorities, annual activities, and areas requiring attention. This reflective use of the framework supports the broader institutional effectiveness cycle described in 1.B.1.



Closing Perspective

Student Success metrics are central to OCCC's definition of Mission Fulfillment and to its assessment of the Students at the Center priority. At the same time, OCCC's integrated planning system tracks progress across all five strategic priorities and considers emerging opportunities, including new programs and Strategic Initiatives, through the planning pathways described in Figures 2–4. Together, these practices allow OCCC to assess how well it is serving today's students while intentionally considering the educational and workforce needs of tomorrow's students, as is envisioned within OCCC's mission.

Current Assessment and Continuing Refinement

The current framework provides defined indicators, objectives, thresholds, longitudinal review, and distinct comparison approaches. OCCC continues to verify and refine the public presentation and accessibility of indicators and comparison information as part of ongoing institutional effectiveness work. More detailed discussion of disaggregated student-achievement data and their use in planning and resource decisions appears in 1.D.

Inclusive Planning, Resource Allocation, and Institutional Improvement

1.B.3

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Inclusive Planning and Opportunities for Comment

OCCC's planning process is inclusive by design, providing opportunities for faculty, staff, students, administrators, and other appropriate constituencies to contribute through established governance structures and through the annual planning process. As reflected in Figure 1, these governance groups allow for broad participation in planning and decisions, with each group involved according to its role. College Council, while advisory to the President, predominantly provides a forum for information-sharing about planning, assessment, funding decisions, and other matters relevant across the College. Curriculum is a standing element of College Council agendas; curriculum changes, including new programs, discontinuances, and substantial changes, are developed through the Curriculum Committee, brought to College Council as action items, and then move to VPASA approval and implementation. This structure provides a mechanism for broader faculty participation and institutional consideration of curriculum decisions.

The purpose of external participation and input is to bring relevant perspectives and information into planning at points where they can inform priorities, activities, resource considerations, and institutional decisions. As reflected in Figure 1, this input comes through OCCC's strategic relationships with education, industry, workforce and economic development, and community-based organizations. External participation also occurs through specific College processes, including bond oversight and the Public Budget Committee. In addition, the President, Vice Presidents, and other College leaders maintain active engagement with external organizations and boards, bringing community, workforce, educational, and regional perspectives into institutional planning and decision-making.



Figure 1 also identifies broader external-environment sources of information—including program advisory committees, research and trend reports, external board participation, community agencies and organizations, local government, and federal and state fiscal and legislative conditions. In 1.B.3, these sources are relevant as inputs to inclusive planning and institutional decision-making; the more detailed description of how OCCC monitors and uses environmental information is found in 1.B.4.

Within the annual planning cycle, the Executive Team as a whole develops a draft list of Annual Planned Activities based on strategic priorities and relevant institutional information. The President finalizes the Annual Planned Activities and shares them with the Board. The Board does not approve the Annual Planned Activities; its approval authority applies to the multi-year College Strategic Plan. This provides a pathway from distributed institutional knowledge to executive-level prioritization and Board awareness within the College's planning cycle.

Alignment of Planning with Institutional Priorities and Evidence

The College Strategic Plan (CSP) provides OCCC's multi-year framework for institutional priorities, while Annual Planned Activities translate those priorities into near-term institutional action. Planning is informed by multiple forms of evidence, including Student Success indicators, assessment of student learning, program and service-area review, environmental monitoring, strategic relationships, and other information about institutional capacity and community and workforce needs. These inputs contribute to a connected institutional planning system that informs decisions made at OCCC.

SPAR provides an important unit-level connection between evaluation and institutional planning. Program and service-area review considers goals, outcomes, assessment information, and resource needs. Findings and resource requests can then enter the broader planning and budget process, where they are considered in relation to College priorities and available resources. Figure 3 depicts this relationship between institutional priorities, assessment and review, resource considerations, implementation, and subsequent review.

Planning is therefore iterative rather than a fixed linear sequence. Information generated through one part of the system can inform decisions elsewhere in the cycle, while implementation and subsequent assessment provide information for later planning. Figure 4 provides the temporal view of this recurring cycle.

Resource Allocation

Planning regularly guides resource allocation through the College's budget development and governance processes. Resource needs identified through strategic priorities, Annual Planned Activities, SPAR, and other institutional planning processes are considered in the development of the College budget. The Executive Team considers and proposes resource allocations, the President finalizes the recommended budget, and the Board has ultimate approval authority over the budget.

The **May 2026 budget materials** and related Board records (which are the most recent iteration of the annual process) provide evidence of the connection between strategic priorities, budget development, consultation, resource alignment, and formal budget action. These records demonstrate the recurring institutional mechanism through which planning priorities are translated into resource decisions.



Figure 2 provides a more focused view of resource implications when the College considers new programs or Strategic Initiatives (as opposed to the resource consideration path for existing programs and services).

Mathematics provides a recent example of this planning-to-action pathway. A recurring staffing need identified through program review was carried into the resource-request process and ultimately resulted in the addition of a second full-time mathematics faculty member in 2025–26. This example demonstrates the progression from evaluated need to institutional resource decision and implementation.

The VPASA, and ultimately the President, have oversight and accountability for Institutional Effectiveness and Continuous Improvement. The IESC is a more recent enhancement to the system, providing broader input on institutional effectiveness information and opportunities for process or system improvement. IESC may make recommendations regarding these opportunities, which move through responsible administrative leadership and, when appropriate, into Executive Team consideration and broader institutional decision-making.

OCCC's recent self-reflection on its institutional effectiveness systems has also provided opportunities to examine not only outcomes, but the effectiveness of the processes themselves. This reflection has helped the College clarify system roles, strengthen process documentation, and identify opportunities for continued improvement.

Taken together, these practices provide OCCC with a planning process that connects institutional priorities and evidence to annual activities, resource requests, budget development, implementation, and subsequent review. The system is designed to support institutional effectiveness in service of student success and to enable the College to respond intentionally to changing educational and workforce needs.

Internal and External Environmental Monitoring

1.B.4

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

What OCCC Monitors

OCCC monitors internal and external conditions that may affect its ability to fulfill its mission and advance its strategic priorities. As reflected in Figure 1, sources of environmental information include economic, demographic, workforce, educational, technological, policy, community, and industry conditions. OCCC also considers institutional information and outcomes, including Student Success Indicators, accreditation requirements, and other internal information that may signal emerging needs or opportunities.

These sources are supplemented by OCCC's strategic relationships with education, industry, workforce and economic development, and community-based organizations. Program advisory committees, research and trend reports, local government, community agencies and organizations, and federal and state fiscal and legislative conditions provide additional sources of information about the environment in which the College operates. Figure 4



identifies “Monitoring External Environment” as an ongoing component of the College’s planning and assessment cycle.

How Environmental Information Reaches Decision-Makers

Environmental information reaches OCCC’s decision-makers through the people with assigned responsibility for particular areas as well as through the President’s, senior leaders’, and Board members’ active engagement with the external community. The Vice President of Academic and Student Affairs, Vice President of Engagement, Grants Director, and President are important conduits for environmental information within their respective responsibilities. The President’s participation on external boards and engagement in the community, together with the VPs’ and Grants Director’s direct relationships with external organizations and information sources, provides a continuing flow of information about educational, workforce, community, funding, and policy conditions.

The Board of Education is also an important source of community and regional perspective. Board members are elected from across the College district and are deeply connected to the communities they represent. The Board’s role in establishing policy, adopting the annual budget, and considering the programs and services that best serve Lincoln County provides an important connection between community conditions and institutional decisions.

The OCCC Foundation provides another established channel for external perspectives and relationships. The Foundation Board brings community and regional connections into the College’s broader network, with defined communication channels between Foundation leadership and the College. The Vice President of Engagement supervises the Foundation Director and participates in Foundation Board meetings in a staff role, while the College President serves as an ex-officio, non-voting member of the Foundation Board. These relationships provide additional opportunities for external perspectives, community knowledge, and emerging opportunities to reach College leadership.

This activity complements the regular review of the environmental sources identified in Figure 4. When an administrator identifies information that may have broader institutional significance, it can be elevated for broader consideration. VPs may bring relevant environmental information to the Executive Team as part of their regular responsibilities. The Grants Director, who is not a member of the Executive Team, may request an opportunity to present significant grant or external-funding information to the Executive Team; the Executive Team meets weekly, providing a regular forum for cross-institutional consideration. The pathway therefore depends not on a single committee, but on the responsibilities of individuals closest to the information and an established mechanism for elevating information when it may affect institutional priorities, opportunities, risks, or resource decisions.

Environmental Review in Multi-Year Strategic Planning

OCCC undertakes a more intensive review of its internal and external environment when developing a new multi-year strategic plan. Development of each of the College’s two most recent multi-year strategic plans—the current College Strategic Plan and the preceding **Five Big Ideas** plan—has extended over approximately a year and has included deliberate consideration of changing conditions, emerging opportunities, and the educational, workforce, and community needs relevant to the College’s future. For the development of the



next College Strategic Plan, OCCC drew on relevant information from its prior environmental scan and augmented that information with a new report prepared by the Economic Development Alliance of Lincoln County (EDALC) on the College's impacts and interactions.

As part of this process, OCCC communicates with external partners, including local economic development and workforce organizations, that the College is undertaking strategic planning and **invites suggestions** regarding issues the College should consider and external data or reports that partners rely upon. The College also considers **state employment data**, periodic Community College **Return on Investment reports** generated by the Oregon Community College Association (OCCA), input from the Board of Education, and perspectives from key College supporters, including the **OCCC Foundation** Board.

This broad review enables OCCC to assess its strategic position before establishing multi-year priorities and future direction. Environmental information is considered alongside the College's mission, institutional capacity, student success information, and other evidence in shaping the strategic plan.

The environmental review undertaken for a new multi-year strategic plan is complemented by intensive engagement with internal constituencies. Faculty, staff, administrators, and other members of the College community contribute their perspectives as the College interprets environmental information and considers its implications for institutional priorities and future direction. Many OCCC employees also maintain professional and community relationships that provide additional connections to the external environment. Employees may also bring valuable understanding of student and community circumstances through their relationships with current and prospective students and their families, as well as through their own experiences of the practical conditions that can affect participation in higher education, such as transportation, childcare, employment, and cost-of-living pressures. Together, these internal and external perspectives help the College understand changing conditions and their implications for strategic direction.

Ongoing Course Correction Through Annual Planned Activities

Once the multi-year strategic plan is established, OCCC uses Annual Planned Activities to monitor progress and adjust course as new information, changing conditions, or emerging opportunities become apparent. The annual planning cycle provides a more frequent point of institutional review than the multi-year strategic planning process and allows the College to respond without waiting for the next comprehensive strategic-plan development cycle.

As described in 1.B.2 and 1.B.3, Annual Planned Activities are developed within the College's established planning and leadership processes and are considered in relation to institutional priorities, evidence, and resource considerations. In 1.B.4, their significance is the ongoing opportunity to incorporate relevant changes in the internal and external environment into implementation and institutional priorities.

Reviewing and Revising Mission, Programs, Services, and Indicators

Environmental information is one input into OCCC's broader institutional review processes. Mission review is addressed in 1.A; the Board of Education reviews the mission regularly, and review may also be prompted by a new accreditation cycle or changes in College leadership or Board membership to ensure that the mission remains aligned with the institution and supported by its leadership.



For existing programs and services, SPAR provides an annual review mechanism and SPARC provides a four-year comprehensive review. The comprehensive SPARC process is an important point at which the College can step back and consider the broader conditions, needs, evidence, and other environmental information relevant to an existing program or service. For academic programs, advisory input also contributes to program evolution; student learning assessment is addressed substantively in 1.C.

OCCC's Student Success Indicators have also evolved during this accreditation cycle. The current framework reflects refinement over time in response to experience with the measures and to opportunities identified through the accreditation cycle, including helpful Mid-Cycle peer feedback. The current Student Success Indicators framework was finalized in 2025 and provides a more focused and useful set of indicators for assessing Mission Fulfillment and informing institutional improvement. The detailed development and use of these indicators is addressed in 1.B.2.

Concrete Example — PACT

OCCC's Pre-Apprenticeship for Construction Trades (**PACT**) provides a concrete example of how external engagement and environmental information can inform program development. As OCCC expanded its trades programming, practical engagement with labor organizations was important because successful pre-apprenticeship programming needed to align with the requirements and pathways of registered apprenticeship programs. OCCC developed PACT with local unions, Lincoln County School District, **Northwest Oregon Works**, and other partners, using **external knowledge** about apprenticeship expectations, workforce needs, and implementation requirements to shape the program.

PACT therefore illustrates a distinct aspect of environmental monitoring: OCCC does not rely only on published data or reports to understand its environment. It also engages directly with organizations operating within that environment and uses their practical knowledge to inform program design and subsequent refinement.

Concrete Example — 2024 Bond / OCATT

OCCC's 2024 bond measure provides a strong example of environmental information informing strategic position and future direction. The College's development of the Bond was informed in part by **workforce and maritime needs**, including the Governor-appointed **Maritime Workforce Task Force** and analysis presented to the Oregon Workforce Investment Board regarding growing maritime workforce gaps.

The Board **discussed the Bond measure** in November 2023 and took formal action in **December 2023** through unanimous adoption of Resolution 2023-11-01 calling for the **May 2024 bond election**. The measure supported new and modernized trades and advanced-technology facilities and related program capacity. Voters approved the measure in May 2024.

The Bond example demonstrates the governance step in the environmental-monitoring cycle: external workforce and regional conditions were considered alongside institutional needs, translated into a strategic investment direction, and acted upon through formal Board governance.



Recommendation 1: Program and Service Area Evaluation

NWCCU Recommendation

Fully implement the system of evaluation of its programs and services to evaluate achievement of clearly identified program goals or intended outcomes and use the results of its assessments of services for improvement by planning, decision-making and allocation of resources and capacity.

OCCC Response

OCCC has fully implemented its Service and Program Area Review (SPAR) process as an ongoing mechanism for evaluating instructional programs and service areas, identifying improvement priorities, and connecting those priorities to planning and resource decisions. The current evidence demonstrates sustained implementation since the 2022 Mid-Cycle review, including recurring annual reviews, four-year comprehensive reviews, documented resource requests and institutional dispositions, and examples of subsequent implementation and improvement.

This discussion of Recommendation 1 provides the more detailed evidence that the program and service review component of that system is operating in practice.

Figures 3 and 4 in Standard 1.B provide the visual context for this response: Figure 3 shows how program and service reviews connect to planning, resource allocation, implementation, and improvement, while Figure 4 shows the recurring annual planning and resource-allocation cycle in which SPAR activity is considered.

Implementation of the SPAR System

The Service and Program Area Review (SPAR) is OCCC's institutional process for evaluating instructional programs and service areas. Each instructional program and service area is expected to complete a Service and Program Annual Review and Evaluation (SPARE), with a Service and Program Area Review - Comprehensive (SPARC) conducted every four years. The 2022 Assessment Plan and Handbook established this structure and linked review findings to planning and resource allocation. Current institutional records show sustained use of the SPAR process across instructional programs and service areas after the **2022 Mid-Cycle review**.

The **2022 Mid-Cycle peer evaluation** found that OCCC had developed a well-designed SPAR framework but that implementation was still at an early stage. At the time of the visit, only one instructional SPARC was available to the evaluators. The peer team identified a clear implementation priority: "OCCC will need to sustain the review schedule without disruption to assure that all programs have completed at least one SPARC before the Year Seven self-study period." This direction became an initial guiding principle for OCCC's post-Mid-Cycle implementation work. The College accelerated the review schedule, strengthened coordination and support for SPAR, and used completion tracking to monitor progress. Current records show that 11 of the 12 current instructional program areas completed a comprehensive SPARC during 2022–2025, and most programs now have multiple years of SPAR activity. Nursing & Allied Health has continued its annual SPAR review through SPAREs, while the timing of its comprehensive SPARC is being aligned with the program's extensive



external accreditation and regulatory reporting requirements. During this period, the program also completed the intensive external review associated with development and approval of OCCC's Bachelor of Science in Nursing program, with the first cohort beginning in Fall 2026, and the College is preparing for an NWCCU ad hoc BSN report due in 2027. The recent transitions in the VPASA and nursing instructional leadership are also relevant in the context for coordinating ongoing program review for Nursing and Allied Health.

Implementation tracking covers both instructional programs and service areas. The service-area side of the SPAR process moved into broad recurring implementation early in the post-Mid-Cycle period, with the service-area timeline showing multiple completed SPAR reviews in the 2021 and 2022 cycles and continued activity in subsequent years. This is important to the College's implementation story: the strengthened SPAR process was being established across both instructional and service functions, with service areas reaching broad recurring coverage ahead of the instructional program cycle.

The instructional program timeline documents recurring SPAR activity across the College, including Nursing & Allied Health, Medical Assisting, Aquarium Science, Mathematics, Science, Writing/Communication, Business/Computers, Social Sciences, Education/ECE, Arts & Letters, Adult Basic Skills/Title II, and Welding. The service-area timeline documents recurring SPAR activity for Library, Information Technology, Finance, Facilities/Public Safety, Human Resources, Student Advising/Success Coaching, Accessibility Services, Financial Aid, Engagement, Small Business Development, PACT, and other areas. Together, these records demonstrate sustained implementation of the SPAR process across instructional programs and service areas.

Implementation is now supported by the Director of Curriculum Operations & Effectiveness, a role with central responsibility for coordinating and supporting the SPAR process and helping advance consistent implementation across programs and service areas. The role provides an institutional point of coordination for the review schedule, supports units through the process, and works with responsible supervisors and managers to sustain the review cycle.

At its current stage of implementation, the SPAR process is sufficiently established to be self-correcting when an individual program or service area falls behind the expected review schedule. The responsible supervisor and/or the Director of Curriculum Operations & Effectiveness works with the program faculty or manager to resolve the lapse and return the area to the review cycle.

What the Reviews Evaluate and Produce

SPAR reviews require units to examine outcomes, assessment information, goals and objectives, prior progress, and improvement priorities. The review process also identifies resource needs for the following fiscal year, creating a direct pathway from program or service evaluation into institutional planning. The instructional SPARE and SPARC templates, for example, incorporate program data, student-learning assessment, prior resource use, planning priorities, and resource requests; the service-area review templates similarly connect assessment outcomes with improvement planning and resource requests.

This process is visible in completed reviews. The [Mathematics SPARE](#), for example, identified a continuing need for a second full-time faculty member, additional tutoring, and technology to support students in both in-person and livestream courses. The review connected the staffing request to retention in the mathematics pathway and to students' ability to complete certificates, degrees, and transfer requirements.



Aquarium Science provides another instructional example. Its **comprehensive review** incorporated student outcome information, external advisory input, curricular needs, and resource requests. Assessment of a water-quality outcome identified a curricular gap that led to development of a new water-chemistry course with faculty and National Visiting Committee input; subsequent assessment showed 78 percent of students passing the new Water Quality Analyst Level 1 examination in its first year. The review also identified faculty and facilities capacity needs associated with program growth.

Human Resources provides a service-area example of continuing evaluation and improvement. The 2024–25 **HR SPARE** reports measurable gains in compliance-training completion and performance-review completion, describes improvements in recruitment workflows and centralized hiring support, and connects these changes to additional HR capacity. The review also establishes continuing objectives for further refinement and professional development.

From Review to Institutional Decision and Resource Allocation

SPAR findings and resource requests enter the College's broader planning and budget process. The annual resource-request funding/disposition records for **2024–25** and **2025–26** provide direct evidence of the institutional decision layer: requests emerging from planning and review receive documented dispositions, including requests that go forward, requests supported through grants or other sources, requests requiring further discussion, and requests not funded at that time. The Executive Team reviews resource requests in relation to institutional priorities and available resources and makes funding recommendations to the President. This provides evidence that SPAR-generated resource needs are considered within the College's actual resource-allocation process.

The funding records complement the SPAR tracking timelines and completed reviews. Together, these materials show the progression from recurring SPAR activity, to identification of needs and resource requests, to Executive Team review and recommendation, to institutional disposition. The process therefore provides a documented pathway for allocating resources and capacity in relation to evaluated program and service needs.

Follow-Through, Capacity, and Improvement

Current evidence also demonstrates that review does not end with the submission of a SPAR. For Mathematics, the need for a second full-time faculty member was identified in successive review cycles and ultimately resulted in the College making the second hire in 2025–26. For Human Resources, the College's continuing SPARE cycle documents subsequent changes in staffing, recruitment processes, performance-review completion, reporting capacity, and professional-development practices. These examples demonstrate the use of program/service review to inform institutional capacity and improvement over time.

The continuing SPAR cycle also allows the College to reassess prior decisions and refine priorities. This longitudinal quality is important to the recommendation because it demonstrates that OCCC uses program and service evaluation as an ongoing management and improvement process, with new information returning to later planning and review.



Closing Response to Recommendation 1

OCCC has moved from establishing the SPAR framework to sustained institutional implementation. The current evidence demonstrates recurring evaluation across instructional programs and service areas; review of outcomes, goals, improvement priorities, and resource needs; entry of resource requests into the College's planning and budget process; documented institutional dispositions of those requests; and subsequent examples of implementation, capacity-building, and improvement. This evidence demonstrates that OCCC is using program and service evaluation to inform planning, decision-making, and allocation of resources and capacity, as called for in Recommendation 1.



Recommendation 3: Integrated Planning

NWCCU Recommendation

Develop a purposeful, systematic, integrated, and comprehensive plan articulating priorities and guiding decisions on resource allocation and application of institutional capacity.

Relevant Standard: 2020 Standard 1.B.3

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Mid-Cycle Findings and OCCC Response

OCCC meets Recommendation 3 through an integrated planning system that connects mission, strategic priorities, Student Success measures, environmental and community input, program and service area review, annual planning, resource requests, budget development, implementation, and Board oversight. Figures 1–4 in Standard 1.B provide the holistic visual framework for this system: **Figure 1** identifies internal, external, and strategic sources of input; **Figure 2** shows how strategic opportunities and initiatives are evaluated in relation to priorities, capacity, and resource requirements; **Figure 3** shows how planning, assessment, resource allocation, implementation, and improvement connect; and **Figure 4** shows the recurring planning and decision cycle. This discussion of Recommendation 3 provides the more detailed evidence that the system is purposeful, integrated, and operating as a mechanism for setting priorities and guiding resource decisions.

The 2022 mid-cycle peer team found that OCCC’s new College Strategic Plan (CSP) provided a workable framework, but its functionality could not yet be assessed because the supporting activities and metrics were not available to the evaluators. The team encouraged OCCC to articulate more clearly the relationships among the CSP, mission, and Core Themes so that planning would achieve the purposeful, systematic, integrated, and comprehensive character envisioned by the recommendation. The team also noted OCCC’s “Moving Forward” commitment to integrate planning and goal setting, assessment, and linkage to budget throughout all levels of planning. OCCC used that feedback as a guiding principle for the work that followed the Mid-Cycle review.

OCCC’s response has been to strengthen and sustain a multi-year planning practice while making the connections among strategic priorities, annual activities, assessment, and resource decisions more explicit. OCCC is now operating under its second multi-year strategic plan. The current 2023–2028 College Strategic Plan followed the preceding Five Big Ideas strategic framework and carries forward a sustained emphasis on students at the center of the College’s work. The current plan also establishes five strategic priorities that provide the framework for annual planning and institutional action. The Strategic Plan is reviewed annually while its priorities remain aligned with mission and current conditions.

Since the Mid-Cycle review, annual planned activities have translated the multi-year priorities into near-term actions and accountabilities; Student Success measures provide an institutional evidence base; program and service area review contributes unit-level evidence



and priorities; environmental and community input informs planning; and annual budget development provides the mechanism through which priorities are matched to available resources. The planning process described in Figures 1–4 therefore now operates through recurring institutional practices rather than relying solely on a newly adopted strategic plan.

Current Integrated Planning and Resource-Allocation System

Figures 1–4 provide the visual architecture of the current planning system. Together they show where information enters the system, how strategic opportunities are considered, how priorities move through planning and resource allocation, and when major decisions occur. The operating sequence can be summarized as follows:

1. **Strategic Plan** → establishes multi-year priorities.
2. **Annual Planned Activities** → translates priorities into near-term actions and accountabilities.
3. **Executive Team** → synthesizes priorities and considers institutional requests and activities across the College.
4. **Resource/Budget Process** → evaluates priorities against available resources and institutional capacity.
5. **President** → makes recommendations and decisions within the College’s governance and budget processes.
6. **Board of Education** → exercises its governance authority, including budget approval.
7. **Implementation and Subsequent Review** → puts decisions into action and provides information for the next planning cycle.

The process is inclusive by design. Figure 1 identifies internal governance, external relationships, and strategic sources of input. College employees and governance bodies contribute to annual planning and strategic-plan implementation; the Executive Team synthesizes institutional priorities; the Board provides governance oversight and acts where Board authority is required; and community-connected relationships provide additional perspectives and information. The development and annual review of planned activities provide recurring opportunities for these inputs to be considered.

As shown in Figures 2–4, planning priorities are connected to resource requests and the annual budget cycle. Program and service area review identifies needs and resource implications at the unit level; strategic initiatives and other opportunities are evaluated in relation to institutional priorities, capacity, and feasibility; and annual planned activities identify the work to be advanced. Resource requests are reviewed by the responsible Vice President or area supervisor and then brought to the Executive Team for institutional review. The Executive Team evaluates requests in relation to strategic priorities, institutional needs, available resources, and potential funding sources, and makes funding recommendations to the President. The President’s recommendations proceed through the College’s budget process for formal action and Board approval.

The College’s annual resource-request disposition records for 2024–25 and 2025–26 provide direct evidence that this process is operating in practice. Requests receive documented institutional dispositions, including requests that move forward for funding, are supported through grants or other sources, or are deferred or not funded in the current cycle. These records demonstrate that planning inputs lead to explicit institutional decisions rather than remaining only as unit-level requests.



Institutional Example: OCATT and the 2024 Bond

The Oregon Coast Advanced Technology and Trades Center (OCATT) provides a large-scale example of OCCC's planning process translating an institutional priority into a major resource commitment and expanded institutional capacity. The initiative reflects a strategic priority established before the current bond decision and incorporated into the 2023–2028 College Strategic Plan under "Careers Built Here," which called for the next CTE building to be funded, built, and occupied.

The Bond/OCATT initiative also illustrates the iterative nature of OCCC's planning process. Development of the Bond was informed in part by workforce and maritime needs, including external workforce-gap information and the College's broader assessment of regional needs and facility capacity. In 2022–23, the Board identified development of a new general obligation bond sufficient to address College facility needs, including a new technical trades building, as a Board goal. In December 2023, the Board formally adopted Resolution 2023-11-01 calling for the May 2024 bond election; voters approved the measure in May 2024. The resulting investment direction supports new and modernized trades and advanced-technology facilities and related program capacity.

OCATT therefore demonstrates the integrated planning pathway at institutional scale: a strategic priority and changing community/workforce needs informed a major investment direction; governance and resource decisions translated that direction into a public funding measure; and the approved investment is now being implemented to expand the College's instructional and workforce capacity. This example complements the recurring annual resource-request records by showing how the same planning architecture can support a major, multi-year strategic initiative.

Continuing Refinement and Institutional Learning

OCCC continues to refine the planning and institutional effectiveness system as implementation experience accumulates. Annual review of the College Strategic Plan allows priorities to remain aligned with mission and current conditions, while the annual planning and budget cycle provides recurring opportunities to adjust planned activities and resource decisions. The Director of Curriculum Operations & Effectiveness supports coordination and implementation of the College's SPAR and assessment processes, strengthening the operational capacity needed to sustain the cycle.

The Institutional Effectiveness Steering Committee (IESC), established in 2025, provides a formal review and recommending body for the College's institutional effectiveness systems, including institutional mission, improving institutional effectiveness, student learning, and student achievement. It functions as an input into the College's institutional effectiveness work rather than as a driver of administrative planning or resource-allocation decisions. This additional review structure enables the College to examine the effectiveness of its institutional effectiveness processes and recommend refinements as needed.

Taken together, the recurring annual processes, documented resource decisions, Board actions, and major institutional example demonstrate a planning system that has progressed beyond the Mid-Cycle baseline. OCCC now has a purposeful, systematic, integrated, and comprehensive planning process that establishes priorities, incorporates evidence and constituent input, guides resource allocation and application of institutional capacity, and supports implementation and subsequent review.



NWCCU Standard 1.C: Student Learning

Program Content, Rigor, and Learning Outcomes

1.C.1

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

1.C.2

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

OCCC offers academic programs with appropriate content and rigor that are consistent with the College's mission and lead to collegiate-level degrees, certificates, and credentials in recognized fields of study. The [2026–27 Academic Catalog](#) and NWCCU program inventory provide the current authoritative information on OCCC's academic programs and credentials. Academic programs are developed and maintained through established academic and curriculum processes, including [Board Policy 4020](#) and faculty-led curriculum development.

Faculty with expertise in the relevant discipline or field establish course and program curricula and the learning outcomes associated with them. For workforce-focused programs, faculty also work with industry advisory boards and other external partners to ensure that curriculum and learning outcomes reflect occupational expectations. Academic SPAR provides a structured mechanism for reviewing program structure, effectiveness, learning outcomes, and longer-term improvement needs.

OCCC's assessment framework connects course learning outcomes to program or discipline learning outcomes where those outcomes have been established, and to Comprehensive Institutional Learning Outcomes (CILOs) at the institutional level.

Published Learning Outcomes and Student Information

1.C.3

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

1.C.4

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

OCCC provides enrolled students with course-level learning outcomes through course materials and instructional systems. All OCCC courses now require syllabi to be posted in Canvas one week prior to the start of the term, regardless of modality, providing students access to course expectations and learning outcomes.



OCCC has well-developed course-level and institutional learning outcomes. Program-level learning outcomes, however, are not yet fully established and published consistently across all programs. Only a limited number of programs currently have stated program learning outcomes published in the Catalog. The College has identified systematic development of program-level learning outcomes across its programs as an area for further development. The College's August 2026 institutional verification confirms the current status of program-level learning outcomes and the work underway to complete their development and publication.

This represents an area in which OCCC's current practice has not yet reached full implementation of the expectations of Standard 1.C.3. OCCC has identified the development of program-level outcomes and mapping of course-level outcomes to those program outcomes as the next stage of this work. The College's further work to address this area is described in its response to Recommendation 2.

OCCC clearly defines and publicly communicates admission, enrollment, completion, and graduation requirements. The [2026–27 Academic Catalog](#) provides public information about program requirements, degree and certificate requirements, and graduation. Student coaches also work with students throughout their enrollment to help them understand and track requirements for their selected programs.

Faculty-Led Assessment of Student Learning

1.C.5

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

OCCC operates a faculty-led system for assessing student learning in which faculty play the central role in establishing curricula, assessing learning, interpreting results, and identifying improvements to instruction and academic programs.

At the time of the 2022 Mid-Cycle review, OCCC had established the basic architecture of its assessment system. The [2022 Assessment Plan and Handbook](#) documented assessment at the course, program/discipline, and institutional levels. Faculty assessed course and program/discipline learning outcomes using common assessment processes, and CILOs were assessed using faculty-developed adaptations of AAC&U VALUE rubrics. Assessment findings were intended to inform instructional changes and program review through SPARE/SPARC.

Since 2022, OCCC has strengthened the documentation, faculty reflection, and institutional coordination surrounding assessment. Annual Department Reports provide faculty with a consolidated view of outcomes assessed, follow-up to prior assessment, and the proportion of outcomes assessed. A faculty reflection questionnaire provides a structured opportunity for faculty to interpret assessment findings, consider changes to instruction, and reflect on the assessment process itself.

The College's Assessment Chair provides faculty-facing leadership for implementation of the assessment process and supports faculty in carrying out assessment activities, interpreting assessment information, and connecting course-level outcomes to broader learning outcomes. Through the Assessment Committee and participation on the IESC, the Assessment Chair also provides faculty perspective on the development and refinement of assessment processes.



The Assessment Committee provides the faculty-facing structure for this work. OCCC established the Institutional Effectiveness Steering Committee in 2025 to provide a more centralized and collaborative institutional effectiveness structure and subsumed the functions of the former Assessment Task Force into the IESC. The IESC is chaired by the VPASA and includes three faculty members as well as other institutional representatives. The IESC provides institutional-level review and discussion of assessment and institutional effectiveness, while the Assessment Committee provides the faculty-facing leadership and working structure for assessment activities.

For instructional programs, assessment information is also incorporated into Academic SPAR, providing a formal connection between student-learning evidence, program review, improvement planning, and resource needs. The annual Assessment Task Force reports from 2021–22 through 2024–25 provide longitudinal evidence of assessment activity during this period, while current Department Reports and faculty reflection materials provide evidence of present assessment practices.

Comprehensive Institutional Learning Outcomes

1.C.6

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

OCCC establishes Comprehensive Institutional Learning Outcomes (CILOs) as institution-level learning outcomes across its associate and bachelor's degree programs. The four CILOs are Written and Oral Communication, Cultural Awareness, Problem-Solving Skills, and Personal Responsibility. These outcomes represent broader knowledge, skills, abilities, and attitudes developed through students' experiences across multiple courses and disciplines.

OCCC has maintained assessment of CILOs as part of its institutional assessment system. Current assessment results provide evidence of assessment of three of the four CILOs—Written and Oral Communication, Cultural Awareness, and Personal Responsibility—using a four-point rubric. Faculty review assessment information through the College's assessment processes and in-service activities.

Since 2022, the College has recognized the need to strengthen the systematic connection among the different levels of student learning outcomes. The current process includes faculty review of the relationship between course outcomes and CILOs, but comprehensive mapping of course and program learning outcomes to CILOs has not yet been completed. OCCC's further work to strengthen this mapping and the systematic use of institutional learning outcomes is described in its response to Recommendation 2.

Thus, OCCC has established institutional learning outcomes and an operating process for assessing them, while continuing to strengthen the systematic mapping of those outcomes across the curriculum.



Use of Assessment Results for Improvement

1.C.7

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

OCCC uses student-learning assessment results to inform instructional practice and improvement. Faculty review assessment findings, reflect on student performance, identify changes to instruction or assessment, and examine subsequent results.

At the program level, Department Reports provide faculty with assessment information for use in Academic SPAR. This creates a documented connection between course-level assessment, program review, identification of improvement needs, and resource considerations. The broader SPAR process connects program-review findings and resource needs to institutional planning and budget development.

Examples demonstrating how OCCC uses assessment results to improve teaching and learning, including the connection from course assessment into Academic SPAR, are provided in the response to Recommendation 2.

Transfer Credit and Credit for Prior Learning

1.C.8

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

OCCC maintains clearly defined policies and procedures governing transfer credit, articulation, and credit for prior learning. [Board Policy 4050](#) establishes the College's articulation framework, and Board Policy 4235 addresses credit for prior learning. The 2026–27 Academic Catalog and associated procedures provide students and the public with information about these processes. Together, these policies establish safeguards for determining whether transfer and prior-learning credit is appropriate to OCCC programs in scope, content, academic rigor, and quality.

Graduate Programs

1.C.9

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

OCCC does not offer graduate programs. Standard 1.C.9 is therefore not applicable to the College.



Recommendation 2: Assessment of Student Learning

NWCCU Recommendation: 2020 Standards 1.C.5, 1.C.7

Refine and fully implement the system for assessing student learning outcomes for courses, programs, and degrees, utilizing the results to inform academic learning, support planning, and practices leading to the enhancement of student learning achievement.

Mid-Cycle Findings & OCCC Response

OCCC has made substantial progress in refining and implementing its system for assessment of student learning since the 2022 Mid-Cycle evaluation. The College has maintained a faculty-centered assessment process at the course and institutional levels, strengthened the documentation and faculty reflection that accompany assessment, established annual reporting of assessment activity, and connected instructional-program assessment to Academic SPAR. At the same time, OCCC has identified an important remaining implementation gap: program-level learning outcomes are not yet fully established and published consistently across all programs. **OCCC's current work** is therefore focused on completing the connections among course, program, and institutional learning outcomes and strengthening the systematic use of assessment results in program improvement.

The response below distinguishes the assessment system that is operating from work that remains underway. OCCC does not present the remaining program-level work as completed; instead, the College describes the progress made since 2022, the evidence of current implementation, and the specific next-stage work needed to complete the system.

Status at Mid-Cycle Review 2022

At the time of the 2022 Mid-Cycle evaluation, OCCC had established the basic architecture of a comprehensive assessment system. The 2022 Assessment Plan and Handbook described assessment at course, program/discipline, and institutional levels. Faculty were responsible for assessing course and program/discipline learning outcomes, and the College had established Comprehensive Institutional Learning Outcomes (CILOs) assessed using faculty-developed adaptations of AAC&U VALUE rubrics. The assessment framework was intended to connect assessment findings to instructional improvement and to program review through SPAR. The 2021–22 Assessment Task Force report also documents faculty in-service training, individual faculty support, alignment of course outcomes with program/discipline outcomes, and follow-up communication to faculty.

The Mid-Cycle evaluation recognized progress in establishing a culture of assessment and faculty leadership, while identifying the need for repeated assessment cycles that would allow the College to demonstrate improvement over time. Thus, the issue was not the absence of an assessment framework; it was the need to move from an established model toward more consistent implementation and demonstrable use of results.

System Refinement to Current

OCCC has responded to implementation experience by refining the ways assessment information is collected, organized, reviewed, and communicated to faculty.



Annual Department Reports now provide faculty with a consolidated view of course learning-outcome assessment activity, including which outcomes were assessed, follow-up to prior assessment, and the proportion of outcomes assessed. The College also introduced a faculty reflection questionnaire that asks faculty to identify observations illustrating departmental strengths, areas needing improvement, and additional comments or suggestions. These tools provide a more structured mechanism for faculty to interpret assessment information rather than simply submitting assessment data.

The College also maintains annual assessment outcome reports. Reports are available for **2021–22**, **2022–23**, **2023–24**, and **2024–25**, providing a longitudinal record of course-assessment participation and CILO results. The annual Assessment Task Force reporting therefore provides evidence not only of assessment activity but also of the College's continuing evaluation of the assessment process itself.

OCCC has also strengthened the relationship between faculty assessment activity and institutional effectiveness. The **Institutional Effectiveness Steering Committee (IESC)**, established in 2025, provides an institutional-level structure for review and discussion of institutional effectiveness and assessment. The former **Assessment Task Force functions were subsumed into IESC**. The Assessment Committee provides the faculty-facing structure for assessment implementation and support, while the Vice President of Academic and Student Affairs, through the IESC, establishes institutional direction for the assessment system. This structure retains faculty participation in assessment while connecting assessment work to the broader institutional effectiveness process.

For instructional programs, student-learning assessment is incorporated into Academic SPAR. Department-level assessment information is provided to faculty for use in program review, creating a connection between assessment evidence, program review, improvement planning, and resource considerations.

Evidence of Implementation and Institutional Learning

The annual assessment reports demonstrate that OCCC's assessment process is operating, while also making visible the implementation challenges that the College has addressed or continues to address. Course-assessment participation has varied across terms and years. For example, the 2021–22 report records combined completion rates of 47 percent in fall, 46 percent in winter, and 49 percent in spring. In 2022–23, the corresponding rates were 47 percent, 68 percent, and 57 percent. In 2024–25, combined completion was 26 percent in fall, 46 percent in winter, and 55 percent in spring. These data do not support a claim of uniformly high completion; instead, they demonstrate a functioning assessment process with continuing variation in participation and completion.

The annual reports also document the College's willingness to identify and address process problems. In 2024–25, for example, the College paused college-wide implementation of Canvas assessment after identifying problems concerning the distinction between high-level and course-level outcomes and the assignment of responsibility for entering high-level outcomes. Assessment data also had to be reconstructed following changes in assessment leadership. Rather than treating these issues as evidence that the assessment system had failed, the College used the experience to identify data-governance and responsibility questions that needed to be resolved before broader implementation.

At the institutional level, the 2024–25 CILO results provide evidence that the assessment system produces institution-level information. Communication averaged 3.19, Cultural Awareness 3.40, and Personal Responsibility 2.86 on a four-point rubric; 79 percent, 88



percent, and 78 percent of students, respectively, scored between 3 and 4. These results provide information for faculty and institutional review, while also identifying areas for continued attention.

The assessment system also produces evidence that can be used to improve instruction. For example, a current BI 232 assessment identified lower student performance on examinations requiring analysis and evaluation. The faculty member responded by strengthening students' interpretation of patient data through additional aligned case-study assignments, increasing the number of such assignments from one to six, and subsequently reporting increased student engagement and depth of knowledge. This example demonstrates the intended assessment-to-improvement cycle: assessment of student learning, faculty interpretation, an instructional response, and observation of the resulting effect.

The Department Report and faculty reflection process provides a complementary mechanism for moving from individual course assessment toward department-level reflection and program review. Annual Department Reports are prepared from assessment results and made available to faculty for use in their SPAR work. The faculty reflection questionnaire asks faculty to interpret the data by identifying observations about departmental strengths, areas needing improvement, and additional comments or suggestions. Together, these tools provide a documented and repeatable pathway from assessment information to faculty reflection and Academic SPAR.

Completed Academic SPAR documents provide direct evidence that this connection operates in practice. The instructional-program SPAR template includes a dedicated Student Learning Outcomes Assessment section asking programs how course-level SLO assessment has led to improvements in student learning and achievement, how program-level SLO assessment has led to improvements in transfer or certificate/degree awards, and what challenges remain. A completed 2024–25 Math SPAR includes program learning outcomes, course outcomes mapped to those outcomes, numbers of students assessed, achievement results, and faculty analysis of the results.

Other completed SPAR examples demonstrate the use of assessment results to inform instructional and curricular changes. The Aquarium Science review documents instructional changes in response to assessment findings and a program-level curricular response to identified gaps. The [Writing](#) review similarly documents changes in instructional practice based on assessment results. These examples, together with the current Math SPAR, demonstrate that assessment findings are carried forward into program review rather than remaining isolated course-level records.

Remaining Implementation Gap

The remaining implementation work is the institutionalization of program learning outcomes across the institution. OCCC also recognizes the need to strengthen the systematic connections across the board among course outcomes, PLOs, CILOs, curriculum progression, and program-level assessment. The College is continuing to develop this architecture.

The Assessment Committee has continued to examine the relationship between course outcomes and CILOs using outcome data and faculty review during in-service. Faculty have also begun examining the relationships among course, program, and institutional learning outcomes, including how courses contribute progressively to program and institutional outcomes. Academic SPAR provides an established mechanism for bringing assessment results and planned improvements into program review.



The College also continues to refine the consistency and usefulness of its assessment cycle. The annual reports demonstrate sustained assessment activity and faculty engagement, while completion rates vary by term and year. The College is using this experience to refine assessment reporting, faculty reflection, assessment-cycle expectations, and the relationship among course, program, and institutional assessment.

These remaining issues are consistent with the direction of the 2022 recommendation: OCCC has moved beyond the initial establishment of the assessment architecture, but full implementation requires the College to complete the program-level outcome structure and strengthen the systematic use of results across programs.

Work Underway to Complete the System

OCCC's next stage of work is focused on developing PLOs for the remaining programs (most of which are relatively new). The College will work with relevant faculty and review HECC (Higher Education Coordinating Commission) guidelines to ensure that program outcomes are accurate and published. Work will also progress on enhancing the connections among course, program, and institutional learning outcomes and strengthening the use of results. This work is also connected to OCCC's development of its own curriculum as an independent institution. The College is moving toward systematic development of program-level learning outcomes and mapping course-level outcomes to those program outcomes. Faculty will examine the relationships among the different levels of student learning outcomes, and in-service work sessions have already begun this examination.

Additional refinements to reporting, assessment-cycle frequency, CILO coverage, and mapping will be underway until such time as they are fully implemented and verified.

The IESC provides an additional institutional structure through which assessment processes and results can increasingly be considered as part of the College's broader institutional effectiveness work. The College intends for the strengthened assessment process to provide more systematic information for program improvement, planning, and resource considerations through Academic SPAR.

Overall Assessment of Progress

OCCC has substantially strengthened its assessment system since the 2022 Mid-Cycle evaluation. The College has an operating faculty-centered course-assessment process, established institutional learning outcomes and CILO assessment, annual assessment reporting, structured faculty reflection, and a documented connection between instructional assessment and Academic SPAR. The College has also demonstrated that it evaluates the assessment process itself and makes refinements when implementation experience identifies problems.

OCCC does not yet consider the system fully implemented in the sense contemplated by Recommendation 2. The systematic establishment and publication of program-level learning outcomes across all programs remains incomplete, and the College continues to strengthen the consistency of assessment participation and the documented use of assessment results in program review. OCCC's current work is directed specifically at these remaining elements.

Taken together, the evidence demonstrates a progression from the assessment architecture documented in 2022 to a more developed and increasingly useful institutional process, while providing a specific and credible path for completing the remaining implementation work.



NWCCU Standard 1.D: Student Achievement

OCCC meets Standard 1.D through its **Student Success framework**, described in 1.D.2 below, which provides an institution-level structure for monitoring student achievement, examining results across student populations and over time, comparing results with peer institutions, making achievement information public, and using those results to identify areas for institutional attention and response.

Admission, Orientation, Advising, and Completion

1.D.1

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

OCCC meets this standard through its open-access mission and a student-support model that provides information and guidance throughout the student lifecycle. Current student-facing materials and services address admissions, enrollment, orientation and “Start Here” information, program requirements, advising, and graduation and transfer requirements. The 2026–27 Academic Catalog provides the authoritative published information, supplemented by current Student Services and advising materials. OCCC’s student outreach and recruitment activities provide prospective students with information about the College’s programs and pathways and connect recruitment with subsequent orientation and advising.

OCCC’s student-coach advising model provides an additional layer of support. Student coaches work with students throughout enrollment to help them understand and navigate requirements for their selected program or credential, including progress toward completion.

Student Achievement Indicators, Disaggregation, and Peer Comparison

1.D.2

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success.

OCCC meets this standard through its Student Success framework, which establishes institution-level indicators of student achievement and examines results across meaningful student populations. The framework includes Completing Gateway Courses, Progress, Retention, Success, and the locally developed measure Belonging and Early Success. OCCC reviews achievement information over time and examines disaggregated results by characteristics including race/ethnicity, Pell status, gender, age, geography, and first-generation status.



For student-success outcome comparison, OCCC uses the Oregon Small College Comparison Group, consisting of Tillamook Bay Community College, Clatsop Community College, Columbia Gorge Community College, and Blue Mountain Community College. These Oregon colleges provide the primary comparison context for OCCC's Student Success outcomes. OCCC also uses Dawson Community College and Miles Community College as reference institutions as the College expands new Trades pathways, providing useful context for strategic and programmatic development.

The Student Success framework also serves as the assessment framework for Strategic Priority One of the College Strategic Plan, linking institution-level achievement information to strategic planning.

Public Availability and Use of Achievement Information

1.D.3

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

OCCC meets this standard by making its institutionally identified student-achievement indicators and disaggregated results publicly accessible through the Student Achievement section of the College website, including the public Student Success Dashboard and related **Institutional Effectiveness** materials. The public materials explain the College's measures and comparison methodology and provide access to results for review over time and across the dimensions established in the Student Success framework. The Oregon Small College Comparison Group provides the primary outcome-comparison context, while the annual Board review provides a governance-facing review and the locally developed Belonging and Early Success measure.

OCCC uses these data as part of its broader institutional effectiveness and planning processes. Student Success/Core Theme metrics are reported annually to the Board as part of the College's Mission Fulfillment reporting process; the 2025 Annual Review is the most recent example of this recurring process. The 2025 review also illustrates how the College considered the findings and identified institutional responses. Student Success information is also regularly considered within student-facing programs and services, as illustrated by the Financial Aid example described in 1.D.4.

Transparent Methods, Strategies, and Resource Allocation

1.D.4

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

OCCC meets this standard through a process in which Student Success information is reviewed to identify patterns, areas of concern, and opportunities for institutional response. OCCC annually presents its Student Success/Core Theme metrics to the Board as part of its Mission Fulfillment reporting process; the 2025 Annual Review is the most recent example of



this recurring reporting process. The review presents achievement results and identifies areas of strength and concern for institutional attention.

The final “Adapting to the Metrics” slide in the 2025 **Board presentation** illustrates how the College responded to the assessment of those results. Responses include realigning grant efforts to close performance gaps; First Gen Student Success; the Ford Family Foundation Rural Male Success initiative; Career Pathways and Roundhouse; Case Management and Early Alert; new software and process redesign; faculty reminders; and Success Coach connections during the term for course-support conversations. These examples show how student-achievement information is translated into institutional strategies and actions.

Student-success-related data are also considered within student-facing programs and services. For example, the **2024–25 Financial Aid SPARE** identified a rising cohort default rate as a critical challenge requiring proactive intervention and established objectives for default prevention, targeted communication, and financial-literacy support. The subsequent implementation included an ECMC Solutions partnership providing proactive outreach to borrowers, including after graduation, to reduce delinquency and default.

The broader annual planning and budget processes described in Standard 1.B provide the mechanisms through which institutional responses can be prioritized and resourced.

Conclusion

Since the **2022 Mid-Cycle Evaluation**, Oregon Coast Community College has moved from establishing institutional systems toward using them as regular parts of planning, assessment, decision-making, and continuous improvement. The evidence presented in this Year Seven Evaluation demonstrates increased institutional capacity to identify needs and opportunities, use evidence to inform decisions, allocate resources, implement actions, and evaluate and refine results. The College is also candid about the elements that remain underway and has identified specific next steps to complete them.

This progress is especially significant in the context of OCCC’s rural mission and the substantial changes occurring at the College. Since 2022, OCCC has implemented a new **College Strategic Plan**; expanded academic programs and student pathways; increased enrollment and credential completion; strengthened student advising and support; passed a bond to create the **Oregon Coast Advanced Technology and Trades Center**; modernized technology and facilities; expanded grant capacity; and deepened educational, workforce, industry, and community partnerships. These changes have occurred alongside significant leadership and staffing transitions. The persistence of planning, assessment, governance, and resource-allocation practices through those changes provides evidence that these systems are becoming embedded in the institution rather than dependent upon individual leaders.

OCCC’s experience also illustrates the potential impact of the accreditation process itself. The College’s first years of independent accreditation were a period of building institutional foundations—developing governance, planning, assessment, program review, resource-allocation, and other systems that an established institution may take for granted. The experience of 2022–2026 provides an unusual opportunity to observe those foundations being built and then used as the College grows. The persistence of these systems through substantial institutional change suggests that the capacity developed through accreditation has contributed not only to compliance, but to OCCC’s ability to manage growth, sustain institutional direction, and respond to changing student and community needs.



The most significant institutional capacity change since 2022 is the increasing integration of systems that were previously more discrete. The College Strategic Plan, Student Success measures, assessment of student learning, SPAR, environmental monitoring, governance, resource requests, budget development, and Board oversight now operate as interconnected parts of an institutional planning system. The four planning figures illustrate its major inputs, decision points, pathways, and timing. Annual planning and budget processes translate priorities into action, while subsequent assessment and review provide opportunities to adjust course.

Recommendation 1 — Program and Service Area Evaluation has progressed to sustained institutional implementation. SPAR has moved substantially into regular practice across nearly all instructional program areas, with sustained review of service areas. Current templates and completed reviews connect outcomes, assessment information, improvement priorities, and resource needs to planning and resource requests.

Recommendation 2 — Assessment of Student Learning demonstrates substantial progress with a defined remaining gap. OCCC has strengthened its faculty-centered assessment system through annual department reports, structured faculty reflection, longitudinal reporting, CILO assessment, and a documented connection between student-learning assessment and Academic SPAR. Current examples demonstrate assessment findings leading to instructional changes and program review. The remaining gap is the systematic establishment and publication of program-level learning outcomes across all programs, together with stronger connections among course, program, and institutional learning outcomes and the systematic use of results in program improvement. OCCC has identified the specific work needed to complete this stage of the system.

Recommendation 3 — Integrated Planning has progressed to a purposeful, systematic, integrated, and comprehensive institutional planning process. OCCC has developed a more explicit framework connecting institutional priorities with Student Success information, assessment, program and service-area review, environmental and community input, resource considerations and allocation, implementation, and subsequent review. The establishment of the Institutional Effectiveness Steering Committee in 2025 adds broader institutional participation and an emerging structure for continued review and refinement.

Recommendation 4 — Human Resources has progressed to a functioning institutional system with continuing refinement. Since 2022, OCCC has strengthened the Human Resources capacity and infrastructure supporting employees and institutional operations by increasing HR staffing, improving employee performance evaluation and feedback processes, expanding professional-development opportunities and resources, and strengthening employee support services. Together, these improvements address performance evaluation and feedback, professional growth and development, and employee support. Remaining work to simplify and further automate full-time faculty evaluation represents continued improvement rather than the implementation gap identified at Mid-Cycle.

Across these Recommendations, the evidence demonstrates that OCCC is increasingly using institutional information for more than compliance or reporting. Student Success measures support Mission Fulfillment through longitudinal review, peer comparison, and annual institutional and Board reporting. Environmental and community information enters planning through strategic relationships, workforce and economic information, external reports, and



governance participation. Operational examples such as the Mathematics staffing decision, the use of assessment findings in instructional and program review, the new Strategic Plan, and the Bond/OCATT initiative demonstrate progression from identified need or evidence to institutional action.

Taken together, the evidence demonstrates institutional learning as well as progress. OCCC has learned from implementation experience, identified weaknesses, revised tools and practices, and created more regular mechanisms for reviewing both outcomes and the systems used to achieve them. The College is not claiming that every element is complete; rather, the evidence shows a transition from building the architecture of institutional effectiveness to operating, evaluating, and improving that architecture in service of student learning and achievement.

OCCC has therefore responded substantively to the concerns identified through the 2022 Mid-Cycle Evaluation. Recommendations 1 and 3 have progressed to sustained institutional implementation, Recommendation 4 to a functioning institutional system with continuing refinement, and Recommendation 2 to substantial progress with a clearly identified remaining implementation gap. The College's next stage is to complete that work while continuing to use the established planning, assessment, and improvement cycle to respond to changing student, community, and workforce needs.

Ultimately, these systems matter because they support the work at the heart of OCCC's mission: equipping students for success by providing educational pathways and supports in response to the evolving needs of Lincoln County and beyond. The College's growing capacity to learn from evidence, make informed decisions, and translate those decisions into action strengthens its ability to serve students well today and to build better opportunities for those who will come next. OCCC exists to change lives, and the institutional capacity described in this report helps the College do that work every day.



Addenda

Addendum 7.A: Year Six Policies, Regulations and Financial Review

The Year Six Policies, Regulations, and Financial Review (**PRFR**) peer-evaluation report identified no findings requiring a response in this Year Seven Evaluation of Institutional Effectiveness. Accordingly, there are no Year Six PRFR concerns or findings to address in this Addendum.

Addendum 7.B: Distance Education Addendum

Introduction

Distance education provides an important access option for OCCC students, many of whom balance college with work and family responsibilities. In OCCC's rural coastal service area, travel can also create significant time and economic barriers, particularly during winter weather. Most OCCC students combine face-to-face and distance-education courses in a given term, while students who take 100% of their coursework through distance education are the exception. OCCC nevertheless designs its distance-education systems so that all students have equitable access to instruction, student services, and academic and technological support.

Oregon Coast Community College (OCCC) offers distance education as part of its instructional delivery. The College's distance-education practices are designed to maintain regular and substantive interaction, protect student identity and privacy, and support comparable learning outcomes across delivery modalities. The practices described below reflect current institution-wide practice as verified in 2026, with identified enhancements noted where applicable.

Identity Verification, Student Privacy, and Additional Charges

OCCC authenticates student identity through a controlled account-creation process. Prospective students submit an admissions application that is manually reviewed by College staff before an institutional account is created. Upon approval, OCCC creates the student's institutional account and Microsoft 365 credentials using information supplied through the application. The credentials are sent to the student's designated email address and become the student's official credentials for accessing College systems, including registration and online coursework. This credential-based authentication process is OCCC's primary method for verifying student identity for distance education. OCCC does not currently charge students an additional fee for identity verification.

OCCC **Administrative Policy AP 4105** also requires that, at the time of registration, students receive a statement describing the process used to protect student privacy and any estimated additional charges associated with identity verification. OCCC has identified that the registration-time notification component of AP 4105 has not yet been implemented. The College has established a corrective-action schedule to address this gap, which will be overseen by the Dean of Academic Foundations and Student Success. All currently registered students will receive notification through the student information system on September 18, 2026, with a follow-up notification on September 25. Automated notification will be implemented within the student information system before Winter Term registration opens on November 10, 2026, so that the required information is provided at the time of registration.



The NWCCU peer evaluation visit is scheduled for October 26–28, 2026, providing an opportunity for the visiting team to verify the implementation of the notification process during the corrective-action period.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is an established part of OCCC's distance-education instructional processes and course oversight. Current practices include Canvas Guidelines for Faculty, **AP 5070** regarding attendance and first-week participation, syllabus and Canvas-shell review, expectations for initial participation, and faculty coaching when adjustments are needed. These practices provide multiple points at which OCCC expects, supports, and observes regular and substantive interaction in online courses.

OCCC is strengthening this established approach by making RSI monitoring and documentation more explicit and consistent. Faculty and instructional leadership are developing a clearer RSI self-check and review process for identifiable teacher-to-student and student-to-student interaction. The College plans to use the process to support faculty reporting of RSI and to evaluate implementation, with faculty information and training provided through Faculty In-Service activities. This refinement is part of OCCC's broader continuous-improvement approach: the College is strengthening how it documents and evaluates a practice that is already embedded in its distance-education processes.

Equitable Access, Student Support, Accessibility, and Digital Equity

OCCC provides academic and student-support services without differentiating access based on instructional modality. Online students have access to advising, financial aid, accessibility services, testing, library and bookstore services, student accounts, registration and related online services through combinations of in-person, Zoom/Teams, email, telephone, and online systems.

The College also provides accessibility and digital-equity support, including accessible Canvas course environments, technology and internet-access assistance, and other resources intended to reduce barriers to participation. In 2025–26, OCCC expanded attention to accessibility of web-based course content in Canvas in response to revised accessibility expectations and provided faculty development and resources to support accessible course design across online, hybrid, and face-to-face modalities.

Faculty Support and Student Engagement

OCCC provides faculty development and support for online instruction through its professional-development program, instructional resources, accessibility support, and other faculty-development activities. During 2025–26, the College used its contractual non-instructional days to provide enhanced professional development, including activities related to online teaching and Quality Matters-informed practices.

OCCC also supports student engagement and community in asynchronous and synchronous courses through discussion activities, collaborative assignments, instructor feedback, course-introduction activities, and other practices intended to establish communication and community. The College is continuing to strengthen these practices through faculty



development focused on building community in both asynchronous and synchronous environments.

Mission Alignment and Comparability Across Delivery Modalities

OCCC applies its institutional learning-outcomes assessment framework across instructional modalities rather than maintaining separate learning-outcome expectations for online instruction. Distance education is therefore incorporated into the College's broader assessment and continuous-improvement systems described in Standards 1.B and 1.C.

The College's institutional assessment systems provide a common framework for evaluating student learning and achievement regardless of instructional modality. Detailed discussion of student learning assessment and its use for instructional improvement is provided in Standard 1.C, while student-achievement measures and comparisons are addressed in Standard 1.D.

Overall

OCCC's 2026 review confirms that its core distance-education practices are in place across student support, faculty support, accessibility, engagement, identity authentication, and regular and substantive interaction. The College has also identified and is actively correcting the one remaining implementation issue under AP 4105: providing the required registration-time notification concerning privacy protections and any identity-verification charges. The corrective action has defined interim and final implementation dates, and the October 2026 peer evaluation visit will provide an opportunity for the visiting team to observe and verify the implementation process.



Submitted Evidence

Institutional Effectiveness and Cross-Cutting Framework

EV001. S1.B.2, R4, R1, R3: [2022 NWCCU Mid-Cycle Peer Evaluation \(Report\)](#)
EV002. S1.A.1, S1.B.1, S1.B.2, R4: [OCCC 2025 PRFR/Year Six Report](#)
EV003. R1, S1.B.1, S1.B.2, S1.B.3, S1.B.4, R3, S1.D: [College Strategic Plan 2023–2028](#)
EV004. S1.B.2, S1.B.4: [Five Big Ideas Strategic Planning Materials \(2015–2022, prior plan\)](#)
EV005. S1.B.1, S1.B.2, S1.B.3, R3, S1.D: [Annual Planned Activities 2026](#)
EV006a. S1.B.1, R2, R3: [IESC Foundational Framework / Purpose / Organization](#)
EV006b. S1.B.1, R2, R3: [IESC CoCo Minutes Feb 2025 | Proposal Endorsed](#)
EV006c. S1.B.1, R2, R3: [IESC CoCo Agenda March 2025 | Committee Update](#)
EV006d. S1.B.1, R2, R3: [IESC CoCo Minutes Dec. 2025 | Committee Report](#)
EV006e. S1.B.1, R2, R3: [IESC CoCo Agenda Jan. 2026 | Committee Update](#)
EV006f. S1.B.1, R2, R3: [IESC CoCo Minutes Jan. 2026 | Committee Report](#)
EV006g. S1.B.1, R2, R3: [IESC CoCo Agenda Feb. 2026 | Committee Update](#)
EV007. R2: [Verification of Assessment and IESC Processes](#)
EV008. S1.B.1: [Annual Board Reports Calendar 2026–27](#)
EV009. S1.B.3: [OCCC Board of Education — July 16, 2025 Meeting Agenda](#)
EV010. S1.B.1, S1.B.3, R3: [May 2026 Budget Presentation](#)
EV011. S1.B.1, S1.B.3, R3: [Measuring Student Success and Enhanced Integrated Planning](#)
EV014. S1.B.1, R1, R3: Planning Figures: [Figure 1](#) | [Figure 2](#) | [Figure 3](#) | [Figure 4](#)
EV016. S1.B.3, R1, S1.C: [Board Policy 4020 — Program, Curriculum, and Course Development](#)
EV017. R3: [Board Policy 3250 / Planning Governance Policy](#)
EV019. S1.A.1, S1.C, S1.D: 2026–27 [Academic Catalog](#)
EV020. S1.A.1: [OCCC Board of Education — October 15, 2025 Meeting/Approval Record \(Board Minutes\)](#)
EV022. S1.B.2: [OCCC Institutional Effectiveness Framework / IE Webpage](#)
EV044a. R4: [OCCC 2022 Mid-Cycle Self-Report](#)

Student Success, Mission Fulfillment, and Institutional Achievement

EV021. S1.B.2, S1.B.4, S1.D: [Student Success Indicator Table \(2025\)](#)
EV023. S1.B.2, S1.D: [Public Student Achievement / Institutional Effectiveness Dashboard](#)
EV024. S1.B.2, S1.D: [2025 Annual Review of Core Theme Metrics / Board Annual Report on Student Success](#)
EV025. S1.D: [2025 Board Annual Review — “Adapting to the Metrics” Final Slide](#)
EV026. S1.B.2: [Oregon Small College Comparison Group Comparison Framework](#)
EV027. S1.B.2, S1.B.4: [Student Success 2024 Comparator Analysis for the Board of Education](#)

Environmental Monitoring & External Input

EV028. S1.B.4: [Figure 1](#) — Sources of Input / Participatory Governance Framework
EV029. S1.B.4: [Figure 4](#) — Integrated Planning / Monitoring External Environment
EV030a. S1.B.4: [Oregon State Employment Dept. – NW Oregon Employment Projections](#)
EV030b. S1.B.4: [Maritime Workforce: Northwest Oregon Works](#)
EV031a. S1.B.4: [OCCA ROI 2023](#)
EV031b. S1.B.4: [OCCC ROI 2026](#)
EV032a. S1.B.4: [2019 External Environmental Scan — Lincoln County + CSP Use Confirmation](#)
EV032b. S1.B.4: [Economic Development Alliance of Lincoln County Executive Summary + CSP Use Confirmation](#)
EV033. S1.B.4: [Bond Presentation to the Board of Education](#)
EV034a. S1.B.4, S1.B.: [PACT: Apprenticeship Context](#)
EV034b. S1.B.4, S1.B.: [PACT Program Webpage](#)
EV035a. S1.B.4: [Maritime Sector Workforce Education Investment Initiative – Governor’s Task Force](#)
EV035b. S1.B.4: [Maritime Workforce Task Force – Jan. 18, 2019 Meeting Minutes](#)



SPAR: Program & Service-Area Review

EV012. S1.B.1: **FY25–26 Grants Department SPARE**
EV036a. S1.B.4: **SPARE/SPARC Resource Requests & Dispositions, 2025-2026**
EV036b. S1.B.4: **SPARE/SPARC Resource Requests & Dispositions, 2024-2025**
EV037. S1.B.3, R1: **SPARE — Instructional Programs Annual Review Template**
EV038. S1.B.3, R1: **SPARC — Instructional Programs Comprehensive Review Template**
EV039. S1.B.3, R1: **SPARE — Service Areas Annual Review Template**
EV040. S1.B.3, R1: **SPARC — Service Areas Comprehensive Review Template**
EV041. R1: **Instructional Program SPARE/SPARC Timeline (2021–2026)**
EV042. R1: **Service Area SPARE/SPARC Timeline (2021–2026)**
EV043a. R1, R2: Completed SPAR Reports — **Aquarium Science**
EV043b. R1, R2: Completed SPAR Reports — **Mathematics**
EV043c. R1, R2: Completed SPAR Reports — **Human Resources**
EV043d. R1, R2: Completed SPAR Reports — **Financial Aid**
EV043e. R1, R2: Completed SPAR Reports — **Small Business Development Center**
EV043f. R1, R2: Completed SPAR Reports — **Early Childhood Education**
EV043g. R1, R2: Completed SPAR Reports — **Writing**

Employee Evaluation & Human Resources

EV045. R4: **2024–25 Human Resources SPARE**
EV046a. R4: **PRFR Evidence**
EV046b. R4: **HR Director Updates 2026 Post-PRFR**
EV046c. R4: **Employee Eval. Completion Metrics**
EV046d. R4: **Employee Feedback on Evaluation Process**
EV047a. R4: **HR Staff & Faculty Resources Webpage**
EV047b. R4: **Bi-Weekly Benefits Blueprint Description**
EV048a. R4: Paylocity / HR Evaluation Reporting | Confidential, On-Demand Available During Visit
EV048b. R4: **Board Policy 7160: Professional Development**
EV048c. R4: **Faculty & Classified** Collective Bargaining Agreements

Student Learning and Assessment

EV049. R1, S1.C, R2: **2022 Assessment Plan and Handbook**
EV050a. S1.C, R2: Assessment Task Force Reports **2021–22**
EV050b. S1.C, R2: Assessment Task Force Reports **2022–23**
EV050c. S1.C, R2: Assessment Task Force Reports **2023–24**
EV050d. S1.C, R2: Assessment Task Force Reports **2024–25**
EV 052a. S1.C, R2: Department Annual Assessment Report – **Health**
EV 052b. S1.C, R2: Department Annual Assessment Report – **Biology**
EV 052c. S1.C, R2: Department Annual Assessment Report – **Math**
EV053. R2: **BI 232 Course Outcomes Assessment Form**
EV054. S1.C, R2: **Faculty Reflection Questionnaire**
EV056. S1.C: **2024–25 CILO Assessment Results / CILO Framework**
EV057. S1.C: **AP 5010 — Admissions**
EV058. S1.C: **AP 5055 — Enrollment Practices**
EV059. S1.C: **Grade Definitions and Procedures**
EV060. S1.C: **Board Policy 4230 — Grading and Academic Record**
EV061. S1.C: **Receiving Credit for Courses Taken at Another Institution**
EV062. S1.C: **Board Policy 4050 — Articulation**
EV063. S1.C: **Board Policy 4235 — Credit for Prior Learning**
EV064. R2: **August 2026 Institutional Verification — Program-Level Learning Outcomes Status and Development**



Student Achievement and Student Support

EV065a. S1.D: [OCCC Student Services "Start Here" Web Page](#)

EV065b. S1.D: [2026 Student Outreach, Recruitment, Orientation & Advising Process](#)

EV066. S1.D: [Current Advising and Student-Coach Materials](#)

EV067. S1.D: [Fin Aid SPARE 2024-25 with Director Update 2026](#)

Strategic Initiatives / Bond and OCATT

EV069. S1.B.4, R3: [Bond Presentation to the Board of Education](#)

EV070. S1.B.4, R3: [November 2023 Board Bond Discussion Documentation](#)

EV071. S1.B.4, R3: [December 13, 2023 Board Agenda and Resolution 2023-11-01](#)

EV072. S1.B.4, R3: [OCCC 2024 Bond Measure / SEL 803 Explanatory Statement](#)

EV073. A7.B: [AP 4105: Distance Education](#)

EV074. A7.B: [August 2026 Institutional Verification: Distance Education Practice](#)





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