

# Oregon Coast Community College

Year Seven Self-Evaluation Report  
SPRING 2015



OREGON COAST  
COMMUNITY COLLEGE



Dr. Sandra Elman, President  
Northwest Commission on Colleges and Universities  
8060 165<sup>th</sup> Avenue NE, Ste. 100  
Redmond, WA 98052

It is my distinct pleasure to present to you the Oregon Coast Community College (OCCC) addendum to Portland Community College's Year Seven Self-Evaluation Report. As the Commission is aware, OCCC delivers college credit instruction, certificates and degrees through its Intergovernmental Agreement with Portland Community College (PCC). Under this agreement we report our status and progress on NWCCU standards within the reporting and evaluation process of the contracting college. In prior reporting cycles OCCC has reported its status embedded within the larger report of the contracting college (most recently with Clatsop Community College's Year Three Report, March 2014). Now, in keeping with and furthering our commitment to the pursuit of independent accreditation, we submit our own stand-alone Year Seven Self-Evaluation Report as an addendum to PCC's report.

This report provides status and evidence of the progress made by OCCC in addressing the NWCCU Eligibility Requirements and Accreditation Standards, and provides our roadmap for the continued work of our college community in order to submit an Application for Consideration during the 2015-16 academic year.

In sum, OCCC has benefited greatly from the support and guidance of PCC, and the work required for this Year Seven Report. We look forward to participating in PCC's site visit, which we understand will include a visit by a team member to OCCC. We also look forward to all feedback and input from NWCCU and the Site Evaluation Team, based on that site visit and this report.

Respectfully Submitted,

A handwritten signature in blue ink that reads "Birgitte Ryslinge".

Dr. Birgitte Ryslinge, President  
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## Institutional Overview

Oregon Coast Community College (OCCC) is one of 17 community colleges in the state of Oregon. As a community college, we are an open access publicly funded institution with the broad mission areas of transfer associate degrees, career technical education two-year applied associate degrees and certificates, and college preparation coursework. We are also empowered by the state of Oregon to deliver non-credit offerings such as community education, small business development, and work-force development.

OCCC delivers college credit instruction, certificates and degrees through its Intergovernmental Agreement with Portland Community College (PCC). PCC is accredited through the Northwest Commission on Colleges and Universities (NWCCU). Credits, certificates and degrees earned at OCCC appear on PCC transcripts and are transferable to other institutions, subject to the specific policies of the receiving institution.

Oregon Coast Community was founded in 1987. For more than two decades, the college provided classes and services out of a variety of rented spaces. In Oregon, college buildings are largely funded by local property tax levies. In 2004, voters took the significant step of voting to fund \$23,500,000 for permanent campus spaces. Many residents of Lincoln County are seniors on fixed incomes, or live near poverty level. Despite this, the majority of voters opted to support Oregon Coast Community College with their limited financial resources. The funding of the new facilities is evidence of the support of the community and reflects the value and expectations local residents have of the college.

Lincoln County encompasses an area of nearly 1,000 square miles of land (and 200 square miles of water) with 73 miles of beautiful coastline on the Pacific Ocean. This is a terrain of great beauty, as well as incredible ecological, biological and geographic diversity, and is rapidly becoming a nexus for STEM-based activity for the region. Lincoln County also faces many of the challenges of rural communities including sparse population, pockets of poverty, and time and distance barriers to services outside the county. In a community such as this, the importance of a strong community college cannot be overstated.

Over 2,000 credit and non-credit students participate in OCCC programs each year. Students represent all ages and backgrounds, reflecting the diversity of the community. Some attend full-time and others part-time, balancing the demands of family, work, and school. Students may take lower division transfer credits, train or retrain for a new career, update their skills, earn a GED, or otherwise enrich their knowledge. Students range from 16 to 85 years of age. About 60 percent are female and 40 percent are male. Because OCCC is a small college, students can achieve their educational goals in a pleasant academic environment and caring social atmosphere.

Throughout its history the college has provided courses and programs to meet the educational and economic development needs of Lincoln County. Program developments of the past years are having a profound impact not just on the lives of individual students but also on the economic and civic vitality of Lincoln County. We are the only locally accessible provider of the first two years of a bachelor's degree. The nearest university, Oregon State University, is 55 miles away. We have also made great strides in providing exemplary career technical programs of unique importance to the community. In the fall of 2006 OCCC began to offer an Associate Degree in Nursing. Since then, almost 100 OCCC students have earned their degrees and are helping to meet the healthcare needs of Lincoln County and beyond. Another career technical education program in which the college takes great pride is the Aquarium Science program, the only one of its kind in the United States. Aquarium Science was developed through a rigorous process after a federally funded grant revealed a significant need for highly trained aquarists across the country.

Graduates of the OCCC Associate of Aquarium Science program now work for aquariums, zoos, aquaculture facilities, or in their own businesses started since graduating from the program.

Although a contracting college of Portland Community College for accreditation, OCCC has always had its own budget and funding sources, a locally elected Board of Education, policies, college President, administration, faculty, and staff. In Fall Term 2014, the college had 78 faculty, staff, and administrative employees (38 full-time, 40 part-time). For 2014-2015 year the total budget of the college was \$9,386,996 (budgeted amount). The college has an infrastructure common to most community colleges, and because of its contract with PCC (and prior to PCC with other NWCCU Accredited Community Colleges) OCCC has historically been guided by the standards of NWCCU. Since the college's inception in 1987, independent accreditation has been the vision of the Board of Education. In July 2014, Dr. Birgitte Ryslinge was named the president of Oregon Coast Community College. Dr. Ryslinge is charged with leading the college to eventual independent accreditation, which will permit OCCC to focus solely on its own mission and mission fulfillment. Independent accreditation will also allow OCCC to be more responsive to its district (Lincoln County). Under Dr. Ryslinge's leadership the college is accelerating progress towards meeting the Commission's 24 Eligibility Requirements with the intent to have sufficient infrastructure and capacity in place to file a successful Application for Consideration during the 2015-2016 academic year.

## Glossary of Terms

|                |  |
|----------------|--|
| AAOT .....     | Associate of Arts Oregon Transfer Degree                   |
| AAS.....       | Associate of Applied Science Degree                        |
| ABS.....       | Adult Basic Skills   |
| AC.....        | Achievement Compact  |
| ACCP .....     | Accelerated College Credit Program                         |
| ACRL .....     | Association of College and Research Libraries              |
| ADA .....      | Americans with Disabilities Act                            |
| AED .....      | Automated External Defibrillator                           |
| AGS .....      | Associate of General Science Degree                        |
| ALO.....       | Accreditation Liaison Officer                              |
| AMG.....       | All Managers Group   |
| AQS .....      | Aquarium Science   |
| AS.....        | Associate of Science Transfer Degree                       |
| ASG .....      | Associated Student Government                              |
| ASOT .....     | Associate of Science Oregon Transfer Degree in Business    |
| ATD.....       | Achieving the Dream  |
| AY.....        | Academic Year  |
| BAS.....       | Bachelor of Applied Science                                |
| BOE .....      | OCCC Board of Education                                    |
| BP .....       | Board Policy   |
| CASE .....     | Council for Advancement and Support of Education           |
| CBA .....      | Collective Bargaining Agreement                            |
| CCI .....      | Council of Curriculum and Instruction                      |
| CCOG .....     | Course Content and Outcome Guide                           |
| CCSF .....     | Community College Support Fund                             |
| CCSSE.....     | Community College Survey of Student Engagement             |
| CCWD.....      | Oregon Dept. of Community Colleges & Workforce Development |
| CEU .....      | Continuing Education Units                                 |
| CJ .....       | Criminal Justice   |
| CMS.....       | Content Management System                                  |
| CRD .....      | Council for Resource Development                           |
| CTA.....       | Confirmation of Teaching Assignment                        |
| CTE.....       | Career and Technical Education                             |
| CTRC.....      | Career and Transfer Readiness Center                       |
| DOSI.....      | Dean of Students & Instruction                             |
| EEOC.....      | Equal Employment Opportunity Commission                    |
| EO.....        | Expanded Options   |
| ESOL, ESL..... | English for Speakers of Other Languages                    |
| ET .....       | Executive Team   |
| FERPA.....     | Family Educational Rights and Privacy Act                  |
| FCNI .....     | Facility Replacement Needs Index                           |
| FTE .....      | Full Time Equivalent                                       |
| FY .....       | Fiscal Year  |
| GED .....      | General Education Diploma                                  |
| HECC.....      | Higher Education Coordinating Commission                   |
| HMSC .....     | Hatfield Marine Science Center                             |
| HR.....        | Human Resources  |
| IGA.....       | Intergovernmental Agreement                                |

|             |  |
|-------------|--|
| ILL.....    | Interlibrary Loan                                    |
| IT.....     | Information Technology                               |
| LAT .....   | Library Automation Technology, Inc.                  |
| LC .....    | Lincoln County                                       |
| LDC.....    | Lower Division Collegiate                            |
| LEED .....  | Leadership in Energy and Environmental Design        |
| LMS .....   | Learning Management System                           |
| MA .....    | Medical Assisting                                    |
| MOU .....   | Memo of Understanding                                |
| NACADA..... | National Academic Advising Association               |
| NCES .....  | National Center for Education Statistics             |
| NCLEX.....  | National Council Licensure Examination (for Nursing) |
| NCRC .....  | National Career Readiness Certificate                |
| NOAA.....   | National Oceanic and Atmospheric Administration      |
| NSO .....   | New Student Orientation                              |
| NUR .....   | Nursing  |
| NWCCU ..... | Northwest Commission on Colleges and Universities    |
| OAR .....   | Oregon Administrative Rules                          |
| OCCC .....  | Oregon Coast Community College                       |
| ODE .....   | Oregon Department of Education                       |
| OEIB .....  | Oregon Education Investment Board                    |
| OIT.....    | Oregon Institute of Technology                       |
| ORS .....   | Oregon Revised Statutes                              |
| OSU .....   | Oregon State University                              |
| OTM.....    | Oregon Transfer Module                               |
| PCC .....   | Portland Community College                           |
| PO.....     | Purchase Order                                       |
| PTK.....    | Phi Theta Kappa Honor Society                        |
| SAC .....   | Subject Area Committee                               |
| SBDC.....   | Small Business Development Center                    |
| SBM.....    | Small Business Management Program                    |
| SEAL.....   | Serve, Earn and Learn Scholarship                    |
| SENSE.....  | Survey of Entering Student Engagement                |
| SLO.....    | Student Learning Outcomes                            |
| SNO .....   | Student Nurses Organization                          |
| STEM.....   | Science Technology Engineering and Math              |
| TAB.....    | Transfer Advisory Board                              |
| VoIP .....  | Voice over IP  |
| WIA .....   | Workforce Investment Act                             |
| WFD.....    | Work Force Development                               |
| YCS .....   | Your College Store (Bookstore)                       |

## **List of Self-Evaluation Report Contributors**

*Contributors from Oregon Coast Community College*

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**NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES**  
**BASIC INSTITUTIONAL DATA FORM**

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Oregon Coast Community College

Address: 400 SE College Way

City, State, ZIP: Newport, OR 97366

Degree Levels Offered: ☐ Doctorate ☐ Masters ☐ Baccalaureate ☒ Associate ☒ Other

If part of a multi-institution system, name of system: \_\_\_\_\_

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based  
☐ Native/Tribal ☐ Other (specify) \_\_\_\_\_

Institutional control: ☒ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal  
☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☒ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term  
☐ Other (specify) \_\_\_\_\_

**Specialized/Programmatic accreditation:** List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

| Program or School                  | Degree Level(s)              | Recognized Agency             | Date      |
|------------------------------------|------------------------------|-------------------------------|-----------|
| Nursing RN                         | AAS                          | Oregon State Board of Nursing | 2014-2022 |
| Practical Nursing                  | Certificate                  | Oregon State Board of Nursing | 2014-2022 |
| Nursing Assistant                  | Occupation extension Program | Oregon State Board of Nursing | 2014-2016 |
| Emergency Medical Technician (EMT) | Occupation extension Program | EMT Accreditation             | 2013-2018 |
|                                    |                              |                               |           |
|                                    |                              |                               |           |
|                                    |                              |                               |           |
|                                    |                              |                               |           |

*Revised February 2015*

**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: 1 FTE = 510 Contact hours of Instruction)

**Official Fall 2014 (most recent year) FTE Student Enrollments**

| Classification   | Current Year - 2014 | One Year Prior - 2013 | Two Years Prior - 2012 |
|------------------|---------------------|-----------------------|------------------------|
| Undergraduate    | 149.05              | 181.27                | 172.46                 |
| Graduate         |                     |                       |                        |
| Professional     |                     |                       |                        |
| Unclassified     |                     |                       |                        |
| Total all levels | 149.05              | 181.27                | 172.46                 |

**Full-Time Unduplicated Headcount Enrollment.** (Count students enrolled in credit courses only.)

**Official Fall 2014 (most recent year) Student Headcount Enrollments**

| Classification   | Current Year - 2014 | One Year Prior - 2013 | Two Years Prior - 2012 |
|------------------|---------------------|-----------------------|------------------------|
| Undergraduate    | 489                 | 583                   | 552                    |
| Graduate         |                     |                       |                        |
| Professional     |                     |                       |                        |
| Unclassified     |                     |                       |                        |
| Total all levels | 489                 | 583                   | 552                    |

**Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned.** Include only professional personnel who are primarily assigned to instruction or research.

Total Number      Number of Full Time (only) Faculty and Staff by Highest Degree Earned

| Rank                                  | Full Time | Part Time | Less than Associate | Associate | Bachelor | Masters | Specialist | Doctorate |
|---------------------------------------|-----------|-----------|---------------------|-----------|----------|---------|------------|-----------|
| Professor                             |           |           |                     |           |          |         |            |           |
| Associate Professor                   |           |           |                     |           |          |         |            |           |
| Assistant Professor                   |           |           |                     |           |          |         |            |           |
| Instructor                            | 10        | 49        |                     |           |          | 9       |            | 1         |
| Lecturer and Teaching Assistant       |           |           |                     |           |          |         |            |           |
| Research Staff and Research Assistant |           |           |                     |           |          |         |            |           |
| Undesignated Rank                     |           |           |                     |           |          |         |            |           |

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

| Rank                                  | Mean Salary | Mean Years of Service |
|---------------------------------------|-------------|-----------------------|
| Professor                             |             |                       |
| Associate Professor                   |             |                       |
| Assistant Professor                   |             |                       |
| Instructor                            | 55,890      | 7                     |
| Lecturer and Teaching Assistant       |             |                       |
| Research Staff and Research Assistant |             |                       |
| Undesignated Rank                     |             |                       |

**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year:

July 1 – June 30

Reporting of income: Accrual Basis

Accrual Basis

Reporting of expenses: Accrual Basis

Accrual Basis

**BALANCE SHEET DATA**

| ASSETS   | Last Completed<br>FY 2013-2014 | One Year Prior to<br>Last Completed<br>FY 2012-2013 | Two Years Prior to<br>Last Completed<br>FY 2011-2012 |
|--|--------------------------------|---|--|
| <b>CURRENT FUNDS</b>                             |                                |   |  |
| Unrestricted                                     |                                |   |  |
| Cash   | 1,155,907                      | 995,107   | 942,521  |
| Investments                                      | 0                              | 0   | 0  |
| Accounts receivable gross                        | 569,517                        | 1,205,167   | 575,722  |
| Less allowance for bad debts                     | (100,946)                      | (101,119)   | 0  |
| Inventories                                      | 25,883                         | 29,655  | 32,026   |
| Prepaid expenses and deferred charges            | 26,556                         | 2,991   | 31,440   |
| Other (identify) <b>Prepaid Pension</b>          | 1,691,421                      | 1,757,671   | 1,823,921  |
| Due from   | 0                              | 0   | 0  |
| <b>Total Unrestricted</b>                        | 3,368,338                      | 3,889,472   | 3,405,630  |
| Restricted                                       |                                |   |  |
| Cash   | 0                              | 0   | 0  |
| Investments                                      | 0                              | 0   | 0  |
| Other (identify) <b>A/R-Grants</b>               | 150,656                        | 238,472   | 215,051  |
| Due from   | 0                              | 0   | 0  |
| <b>Total Restricted</b>                          | 150,656                        | 238,472   | 215,051  |
| <b>TOTAL CURRENT FUNDS</b>                       | 3,518,994                      | 4,127,944   | 3,620,681  |
| <b>ENDOWMENT AND SIMILAR FUNDS</b>               |                                |   |  |
| Cash   | 0                              | 0   | 0  |
| Investments                                      | 0                              | 0   | 0  |
| Other (identify)                                 | 0                              | 0   | 0  |
| Due from   | 0                              | 0   | 0  |
| <b>TOTAL ENDOWMENT &amp; SIMILAR FUNDS</b>       | 0                              | 0   | 0  |
| <b>PLANT FUND</b>                                |                                |   |  |
| Unexpended                                       |                                |   |  |
| Cash   | 97,893                         | 215,602   | 703,116  |
| Investments                                      | 0                              | 0   | 0  |
| Other (identify)                                 | 0                              | 0   | 0  |
| <b>Total Unexpended</b>                          | 97,893                         | 215,602   | 703,116  |
| Investment in Plant                              |                                |   |  |
| Land   | 1,949,699                      | 1,949,699   | 2,002,199  |
| Land improvements                                | 0                              | 0   | 0  |
| Buildings  | 27,618,419                     | 28,505,972  | 28,826,828   |
| Equipment  | 114,055                        | 298,834   | 483,938  |
| Library resources                                | 0                              | 0   | 0  |
| Other (identify) <b>Construction in Progress</b> | 0                              | 62,680  | 387,035  |
| <b>Total Investment in Plant</b>                 | 29,682,173                     | 30,817,185  | 31,700,000   |
| Due from   | 0                              | 0   | 0  |
| Other plant funds (identify)                     | 0                              | 0   | 0  |
| <b>TOTAL PLANT FUNDS</b>                         | 29,780,066                     | 31,032,787  | 32,403,116   |
| <b>OTHER ASSETS (IDENTIFY)</b>                   |                                |   |  |
| <b>Deferred Loss</b>                             | 1,472,293                      | 1,606,127   | 0  |
| <b>TOTAL OTHER ASSETS</b>                        | 1,472,293                      | 1,606,127   | 0  |
| <b>TOTAL ASSETS</b>                              | 34,771,353                     | 36,766,858  | 36,023,797   |

| LIABILITIES                              | Last Completed<br>FY 2013-2014 | One Year Prior to<br>Last Completed FY<br>2012-2013 | Two Years Prior to<br>Last Completed FY<br>2011-2012 |
|--|--------------------------------|---|--|
| <b>CURRENT FUNDS</b>                     |                                |   |  |
| Unrestricted                             |                                |   |  |
| Accounts payable                         | 46,875                         | 26,903  | (707)  |
| Accrued liabilities                      | 552,224                        | 467,238   | 471,731  |
| Students' deposits                       | 0                              | 0   | 0  |
| Deferred credits                         | 16,150                         | 207,366   | 219,939  |
| Other liabilities (identify)             | 0                              | 200,000   | 0  |
| Tax Anticipation Note                    |                                |   |  |
| Due to Other Groups                      | 13,746                         | 13,876  | 13,858   |
| Fund balance                             | 0                              | 0   | 0  |
| <b>Total Unrestricted</b>                | 628,995                        | 915,383   | 704,821  |
| Restricted                               |                                |   |  |
| Accounts payable                         | 1,354                          | 16,099  | 3,524  |
| Other (identify)                         | 0                              | 0   | 0  |
| Due to                                   | 0                              | 0   | 0  |
| Fund balance                             | 0                              | 0   | 0  |
| <b>Total Restricted</b>                  | 1,354                          | 16,099  | 3,524  |
| <b>TOTAL CURRENT FUNDS</b>               | 630,349                        | 931,482   | 708,345  |
| <b>ENDOWMENT AND SIMILAR FUNDS</b>       |                                |   |  |
| Restricted                               | 0                              | 0   | 0  |
| Quasi-endowed                            | 0                              | 0   | 0  |
| Due to                                   | 0                              | 0   | 0  |
| Fund balance                             | 0                              | 0   | 0  |
| <b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b> | 0                              | 0   | 0  |
| <b>PLANT FUND</b>                        |                                |   |  |
| Unexpended                               |                                |   |  |
| Accounts payable                         | 0                              | 1,490   | 72,962   |
| Notes payable                            | 0                              | 0   | 0  |
| Bonds payable                            | 0                              | 0   | 0  |
| Other liabilities (identify)             | 0                              | 0   | 0  |
| Due to                                   | 0                              | 0   | 0  |
| Fund balance                             | 0                              | 0   | 0  |
| <b>Total Unexpended</b>                  | 0                              | 1,490   | 72,962   |
| Investment in Plant                      |                                |   |  |
| Notes payable                            | 0                              | 0   | 0  |
| Bonds payable                            | 20,712,283                     | 21,956,127  | 21,230,000   |
| Mortgage payable                         | 0                              | 0   | 0  |
| Other liabilities (identify)             | 0                              | 0   | 0  |
| Due to                                   | 0                              | 0   | 0  |
| Other plant fund liabilities (identify)  | 0                              | 0   | 0  |
| <b>Total Investment in Plant</b>         | 20,712,283                     | 21,956,127  | 21,230,000   |
| Due from                                 | 0                              | 0   | 0  |
| Other plant funds (identify)             | 0                              | 0   | 0  |
| <b>TOTAL PLANT FUNDS</b>                 | 20,712,283                     | 21,957,617  | 21,302,962   |
| <b>OTHER LIABILITIES (IDENTIFY)</b>      | 0                              | 0   | 0  |
| <b>TOTAL OTHER LIABILITIES</b>           | 0                              | 0   | 0  |
| <b>TOTAL LIABILITIES</b>                 | 21,342,632                     | 22,889,099  | 22,011,307   |
| <b>FUND BALANCE</b>                      | 13,428,721                     | 13,877,759  | 14,012,490   |

**CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES**

| <b>REVENUES</b>  | <b>Last Completed<br/>FY 2013-2014</b> | <b>One Year Prior<br/>to Last Completed<br/>FY 2012-2013</b> | <b>Two Years Prior to<br/>Last Completed<br/>FY 2011-2012</b> |
|--|--|--|---|
| Tuition and fees   | 1,738,183                              | 1,553,715  | 1,431,171   |
| Federal appropriations   | 0                                      | 0  | 0   |
| State appropriations   | 1,552,878                              | 1,445,133  | 1,684,407   |
| Local appropriations   | 2,262,083                              | 2,673,897  | 2,763,753   |
| Grants and contracts   | 855,381                                | 936,975  | 830,963   |
| Endowment income   | 0                                      | 0  | 0   |
| Auxiliary enterprises  | 202,349                                | 228,631  | 186,357   |
| Other (identify) <b>Miscellaneous</b>  | 10,940                                 | 195,279  | 207,223   |
| <b>EXPENDITURE &amp; MANDATORY<br/>TRANSFERS</b>   |  |  |   |
| Educational and General  |  |  |   |
| Instruction  | 2,798,448                              | 2,996,344  | 2,974,760   |
| Research   | 0                                      | 0  | 0   |
| Public services  | 0                                      | 0  | 0   |
| Academic support   | 1,616,405                              | 1,610,383  | 1,618,382   |
| Student services   | 0                                      | 0  | 0   |
| Institutional support  | 0                                      | 0  | 0   |
| Operation and maintenance of<br>plant  | 1,680,834                              | 1,393,193  | 1,299,258   |
| Scholarships and fellowships   | 0                                      | 0  | 0   |
| Other (identify)   | 0                                      | 0  | 0   |
| Mandatory transfers for:   |  |  |   |
| Principal and interest   | 0                                      | 0  | 0   |
| Renewal and replacements   | 0                                      | 0  | 0   |
| Loan fund matching grants  | 0                                      | 0  | 0   |
| Other (identify)   | 0                                      | 0  | 0   |
| <b>Total Educational and General</b>   | 6,095,687                              | 5,999,920  | 5,892,400   |
| Auxiliary Enterprises  |  |  |   |
| Expenditures   | 208,532                                | 238,906  | 199,549   |
| Mandatory transfers for:   |  |  |   |
| Principal and interest   | 0                                      | 0  | 0   |
| Renewals and replacements  | 0                                      | 0  | 0   |
| <b>Total Auxiliary Enterprises</b>   | 208,532                                | 238,906  | 199,549   |
| <b>TOTAL EXPENDITURE &amp; MANDATORY<br/>TRANSFERS</b>   | 6,304,219                              | 6,238,826  | 6,091,949   |
| <b>OTHER TRANSFERS AND ADDITIONS<br/>/DELETIONS (identify) <b>Interest Expense &amp;<br/>Amortization on Bond Debt</b></b> | (766,633)                              | (929,535)  | (1,042,636)   |
| <b>EXCESS</b> [deficiency of revenues over<br>expenditures and mandatory transfers<br>(net change in fund balances)]       | (449,038)                              | (134,731)  | (30,711)  |

**INSTITUTIONAL INDEBTEDNESS**

| <b>TOTAL DEBT TO OUTSIDE PARTIES</b> | <b>Last Completed<br/>FY 2013-2014</b> | <b>One Year Prior<br/>to Last Completed<br/>FY 2012-2013</b> | <b>Two Years Prior to<br/>Last Completed<br/>FY 2011-2012</b> |
|--------------------------------------|--|--|---|
| For Capital Outlay                   | 18,637,283                             | 19,821,127   | 19,045,000  |
| For Operations                       | 2,075,000                              | 2,135,000  | 2,185,000   |

*Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)*

Oregon Coast Community College offers no degree programs or academic coursework off-campus elsewhere within the United States.

*Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)*

Oregon Coast Community College offers no degree programs or academic coursework off-campus outside the United States.

## Preface

### Institutional Changes Since The Last Report

This report presents an overview of a college that has made significant progress since its last two 2014 reports to NWCCU. In March 2014, OCCC reported as part of the [Clatsop Community College Year Three Report](#), and in July of that year, OCCC submitted [a Response to NWCCU Request for Eligibility Requirements and Supplementary Information](#) as supporting documentation for the PCC Substantive Change Application to transition OCCC's Intergovernmental Agreement from Clatsop Community College to Portland Community College (PCC). Since March 2014, OCCC has completed the following institutional changes:

#### **Contracting College Relationship**

In 2014 OCCC secured an [Intergovernmental Service Agreement](#) (IGA) with PCC to serve as contracting college, replacing the Inter-Governmental Agreement with CCC that ended June 30, 2014. PCC and OCCC entered into a strong and robust agreement that provided for contracted services but most importantly charted a clear and supported path to independence. Regular meetings between OCCC and PCC began in the Spring of 2014. NWCCU approved the agreement effective July 1, 2014.

#### **Institutional Planning**

Through stakeholder engagement the college revised and adopted new [Mission, Vision, and Values](#) statements, and identified holistic core themes that together encompass the whole of the mission. The college began a Strategic Planning process and is finalizing associated goals and indices, using the Core Themes as the unifying framework.

#### **Board of Education (BOE) Development**

The full BOE participated in a retreat focusing on a board's role in independent accreditation, completed a [self-assessment](#) and [established goals for 2014-2015](#). The Board embarked on a full review of all [Board Policies](#), and as of this writing has reviewed and updated approximately 80 percent of all Board policies to ensure they are current, compliant, and supportive of the new mission and vision. Faculty also developed and proposed to the Board of Education an updated [policy on Academic Freedom](#).

#### **New Leadership and Organizational Development**

Dr. Birgitte Ryslinge was hired as the college's fifth president, beginning July 1, 2014, with clear direction from the Board of Education to lead the independent accreditation process. Dr. Ryslinge filled the new Chief of Finance and Operations (CoFO) position (vacant since Spring) and also led an organizational restructuring to create a clearly defined administration to better integrate leadership around student success and instructional excellence. This new structure also creates organizational alignment with the new mission and holistic core themes of Educational Pathways and Student Success. Dr. Ryslinge also established an administrative planning team, initiating an OCCC leadership team (OC3) for the first six months to complete internal assessments, planning and improvements. Since January, the college has transitioned to a new administrative leadership structure of a cabinet-level Executive Team (ET) and the All Managers Group (AMG)

#### **Operational Improvements**

OCCC has transitioned multiple student services to align with PCC systems, including admissions, financial aid, student records, deletion for nonpayment, and grading option selection. Instructional transitions have also been completed, including curriculum alignment, student learning outcomes, mandatory prerequisites, and faculty qualification criteria. The OC3 completed an assessment of all internal operations and developed a ["gap project matrix"](#) for all college operations. This analysis led to

further review of the functions of Information Technology and Human Resources, which generated recommendations implemented in 2015 designed to create significant improvements in service levels and capacity for growth and mission fulfillment.

### **Faculty Support**

Recognizing that many faculty assessments were overdue, OCCC leadership developed and implemented a plan to bring all faculty (part-time and full-time) assessments current by the end of academic year 2014-15 (as of this writing, 40 percent are complete). In the reorganization, levels of support for faculty were also increased by the addition of an Associate Dean of Instruction, an Administrative Assistant for Instruction, and Online Learning Support. Faculty Department chairs have been proposed to the Faculty Union as an additional way to provide leadership and support within Instruction.

## **Response to Recommendations Previously Requested by the Commission**

Throughout OCCC's history of reporting to the Commission via the reporting cycles of the contracting college, there have been no recommendations requested directly of OCCC. However, in the Commission's approval of PCC's Substantive Change request to form a contracting relationship with OCCC, the Commission noted the following:

*In approving this proposal, the Commission requests that Portland Community College provide information on this newly approved area of oversight either within, or added as an addendum to, the institution's Spring 2015 Mission and Sustainability Self-Evaluation Report. The evaluation will focus on regular and ongoing contact with Oregon Coast Community College and infrastructure readiness dedicated to OCCC's pursuit of independent accreditation, such as governance and policies, student services available to students, continuity and assessment of program curricula and outcomes, library and learning resources, as well as evaluating the overall impact of the relationship on Portland Community College. The additional information and evaluation will be combined with the Year Seven visit, scheduled for Spring 2015.*

OCCC's progress since receiving this direction from the Commission in each of these areas is summarized below with detailed responses and evidence contained in the corresponding standards in this report.

### **Regular and ongoing contact**

Early in 2014, OCCC and PCC began exploration of an Intergovernmental Service Agreement (IGA) with PCC to serve as contracting college. Regular and ongoing contact between the two colleges began and that time and continues. A PCC/OCCC Team meets regularly and guides work at the implementation level (example: [see notes from a meeting in August, 2014](#)). Initially this group met multiple times per month and has now transitioned to a standing quarterly meeting with additional meetings as needed. Various small teams continue to communicate frequently to address transitions and professional development in the areas of catalog, financial aid, data systems and student records, career center, disability services and all relevant topics. In order to ensure continued curriculum alignment, there is regular and ongoing contact with PCC's Curriculum and Degrees and Certificates Committees, with OCCC faculty and staff at times attending those meetings at PCC.

There has also been regular and ongoing contact at the leadership level. Dr. Ryslinge is in monthly contact with PCC president Dr. Jeremy Brown. She is also a member of PCC's NWCCU Accreditation steering group, representing OCCC. Dr. Ryslinge is in regular contact with Dr. Chairsell, the



Accreditation Liaison Office for PCC. PCC and OCCC are sending a joint team to participate in the March [NWCCU Accreditation Workshops](#). OCCC looks forward to continued regular and ongoing contact with PCC and appreciates the opportunity to work closely with such a mature institution. As the operational aspects of our transition are fully implemented we look forward to learning from PCC and our further organizational development in areas such as institutional planning, assessment of learning and shared governance.

### **Governance and policies**

As noted above, the Board is completing a full review of Board Policies, and also completed a self-assessment and retreat focusing on their governance roles. Faculty developed and proposed an Academic Freedom policy to the Board, which was adopted with minor revisions. All governance groups are being examined for opportunities to develop and integrate governance and planning roles. For example, the Council of Curriculum and Instruction is being considered for a broader scope more commensurate with the wide representation and diversity of matters considered at CCI. The AAOT Advisory Group broadened its charter and name to Transfer Advisory Board. The Foundation Board also revised its [Board Bylaws](#), and began development of a formal agreement between the college and the Foundation. Bylaw changes include the college President and CoFO as voting members of the Foundation Board.

### **Student services available to students**

OCCC has long been a student-focused institution and provides a robust level of student services designed to improve retention and student success. Prior to July 1, 2014, these services included mandatory academic advising, mandatory new student orientation, no late registration, mandatory placement testing, enforcement of pre-requisites, free one-on-one tutoring, placement test preparation video, weekly success emails, and high school outreach activities. Subsequent to July 1 and the contracting relationship with PCC, OCCC has now added deletion for non-payment ("Pay Your Way to Success" process and educational video), a Career and Transfer Readiness Center, veterans' services, online mandatory placement test preparation (planning phase), use of multiple measures for math placement, a week-one "Connecting to College" calling campaign for student outreach, and online scheduling for advising appointments.

### **Continuity and assessment of program curricula and outcomes**

OCCC degrees, certificates and courses were aligned with PCC curriculum as part of the transition to the PCC contracting relationship. The Associate Degree Nursing Program and the Nationally Certified Medical Assistant LTOY (Less Than One Year) Certificate Program at OCCC were approved by PCC effective February, 2014.

Course-level outcomes are documented through the [Course Content and Outcome Guide](#) (CCOG). Except for Nursing, CMA and Aquarium Science, all OCCC outcomes are now those established by PCC. PCC has established program-level outcomes for all the transfer degrees, and OCCC has program-level outcomes for AQS & Nursing at PCC. Subject Area Committees (SACs) have responsibility for developing the CCOGs, outcomes, and assessments of outcomes. For Aquarium Science and Nursing, OCCC has formed its own SACs. For all other subjects, OCCC faculty are now included as members of the PCC SACs. It is intended that college faculty, by participation in the PCC SAC processes, can give input on outcomes and assessments going forward and from this experience can make informed decisions about how best to independently manage outcomes and assessment in the future.

The Nursing Program went through an extensive review prior to PCC approval in March 2014. Review also occurred through the Oregon State Nursing Board (OSBN) accreditation visit in March of 2014 in which the nursing program was approved until March 2022. Both of these reviews included

assessment of program curricula and outcomes. The Associate of Applied Science Degree in Aquarium Science at OCCC was approved by PCC effective February 2014. The Aquarium Science National Visiting Committee visited the OCCC campus from February 8 to 11, 2015. This annual program review is conducted by aquatic animal professionals from across the country, and likewise assesses program curricula and outcomes.

Another opportunity to ensure that teaching remains aligned with established course and program outcomes is through the review each term of course syllabi to ensure outcomes are identified and addressed. Additionally, the faculty assessment process also reviews how outcomes are addressed and assessed in the classroom. Faculty assessments were conducted on all full-time LDC and ESOL faculty as well as a portion of the part-time faculty during fall term 2014 and winter term 2015. Remaining assessments are planned for the spring term. Assessments consist of a class visit by the supervisor, a summary of student evaluations for each course taught, and a meeting with the supervisor to review the evaluation.

### **Library and learning resources**

The Oregon Coast Community College library continues to provide access to a variety of materials and services that support the academic and personal needs of OCCC students, faculty, staff and community residents. These resources include more than 10,000 print volumes, 100,000+ ebooks, more than 40 magazines, journals and newspapers, more than 50 full-text electronic databases, and more than 2,200 educational videos. Last spring, the library began testing the use of a “virtual library card” for current students who have trouble making it into the library, but who need to use various library resources. That testing proved successful, and the library now has nearly a full year in of providing this benefit to students. Also, in support of student success, OCCC Library has recently moved its entire career collection into OCCC’s new Career and Transfer Readiness Center (CTRC) to make these items easier to access at the point of need. The library has also significantly increased its Spanish language offerings in the past year.

OCCC Librarians continue to focus their instructional efforts on teaching information and media literacy skills both in and outside the classroom. While continuing to collaborate with faculty to offer “one-shot” library instruction in a variety of courses, OCCC librarians are currently in the second year of offering a for-credit, online, basic library research skills class, and they will begin offering, for the first time, a more advanced, for-credit research skills class in Spring Term 2015. Librarians also continue to build course-specific libguides for faculty to use in their online and hybrid courses.

Other recent improvements in library and learning resources include replacement of student-use computers in the library, the commons and study rooms, as well as updating furniture in the library and study rooms. In 2014, the library launched an online study-room reservation system to improve student access to these resources.

### *Supporting Documentation*

[OCCC-PCC INTERGOVERNMENTAL AGREEMENT](#)

[OCCC-CLATSOP INTERGOVERNMENTAL AGREEMENT](#)

[SUBSTANTIVE CHANGE 1- PCC-OCCC - CHAIRSELL LETTER TO NWCCU](#)

[SUBSTANTIVE CHANGE 2- PCC-OCCC - NWCCU APPLICATION](#)

[SUBSTANTIVE CHANGE 3- PCC-OCCC - PROPOSAL to NWCCU July 2014](#)

[FOUNDATION CONFLICT OF INTEREST](#)

[FOUNDATION CONFIDENTIALITY AGREEMENT](#)

[FOUNDATION BYLAWS](#)

[FOUNDATION BOARD MEMBER ROLE DESCRIPTION](#)

[OC3 GAP PROJECT MATRIX](#)

[ORGANIZATION CHART: OCCC {ALL}](#)

[ORGANIZATION CHART: COLLEGE ADMINISTRATION](#)

[ORGANIZATION CHART: FINANCE & OPERATIONS](#)

[ORGANIZATION CHART: STUDENT SERVICES & INSTRUCTIONAL FUNCTIONS](#)

[ORGANIZATION CHART: CAREER & TECHNICAL EDUCATION](#)

[ORGANIZATION CHART: SMALL BUSINESS DEVELOPMENT & CONTINUING EDUCATION](#)

[OCCC/PCC MEETING NOTES: AUGUST, 2014](#)



– our vision –  
Shaping the Future Through Learning



– our mission –

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



– our values –

Learning | Inspiration | Excellence | Collaboration | Equity  
Integrity | Sustainability | Accountability

# Chapter One: Mission, Core Themes and Expectations

## Executive Summary of Eligibility Requirements 1, 2, and 3

### 1. Operational Status

Oregon Coast Community College opened its doors to credit students in the summer of 1987. In June 1989, two Oregon Coast students were awarded Associate Degrees. As of June 2014, OCCC has cumulatively awarded 684 degrees and 347 certificates (credits, certificates and degrees earned at OCCC appear on the transcripts of the contracting college, PCC since July 1, 2014). In June 2014, the college awarded 54 associate degrees and 87 certificates. The associate degrees were in a number of areas, including 24 AAOT (Associate of Arts Oregon Transfer) degrees, four AGS (Associate of General Studies) degrees, 18 AAS (Associate of Applied Science) in Nursing degrees, five AAS in Aquarium Science degrees, and three AAS in Criminal Justice degrees. In addition to the credit lower-division transfer and Career and Technical education programs, the college offers coursework in adult basic skills, English as a second language education, GED, small business and workforce development, and community education.

### 2. Authority

Oregon Coast Community College serves Lincoln County, and operates in compliance with [Oregon Revised Statutes Chapter 341](#), the policies of the [Oregon Higher Education Coordinating Commission](#) (HECC) and the [Department of Community Colleges and Workforce Development](#) (CCWD) and the [policies](#) of its elected governing board, the Board of Education of Oregon Coast Community College.

Since its inception, OCCC has benefitted from oversight through Intergovernmental Agreements (IGAs) with other NWCCU-accredited Oregon community colleges, specifically through Portland Community College as of July 1, 2014. During this time, OCCC has reported status and progress to NWCCU through the reporting cycles of the IGA college, most recently the Year Three report of Clatsop Community College (March, 2014). In July of 2014, OCCC also submitted an [executive summary of status](#) on Eligibility Requirements to NWCCU.

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

- May 1987: Lincoln County voters establish the Lincoln County Community College Service District. Voters also approved a three-year serial levy to fund the new college.
  - Vote to form the college district: Yes: 4,080; No: 2,839
  - Vote to fund the college district: Yes: 3,427; No: 3,244
- May 1987: The Board of Education for the Lincoln County Community College Service District is formed. Linn-Benton Community College of Albany is designated as the contracting college to provide curriculum and accreditation.
- April 1997: Oregon House Bill 2610 allows OCCC to incur bonded indebtedness, opening the door to a future opportunity to pursue support for permanent college facilities.
- Aug. 2005: College receives \$4.5 million of the requested \$17 million capital construction match from the State during the 2005-2007 Legislative Session.
- Sep. 2008: Fall Term classes begin at the new facility in Lincoln City.

- Sep. 2009: Fall Term classes begin at the new facilities in Newport and Waldport
- Oct. 2013: Board votes to begin the process of preparing and application for consideration for independent accreditation.
- July 2014: Dr. Birgitte Ryslinge begins as OCCC's fifth president.

### 3. Mission and Core Themes

#### *Mission of Oregon Coast Community College*

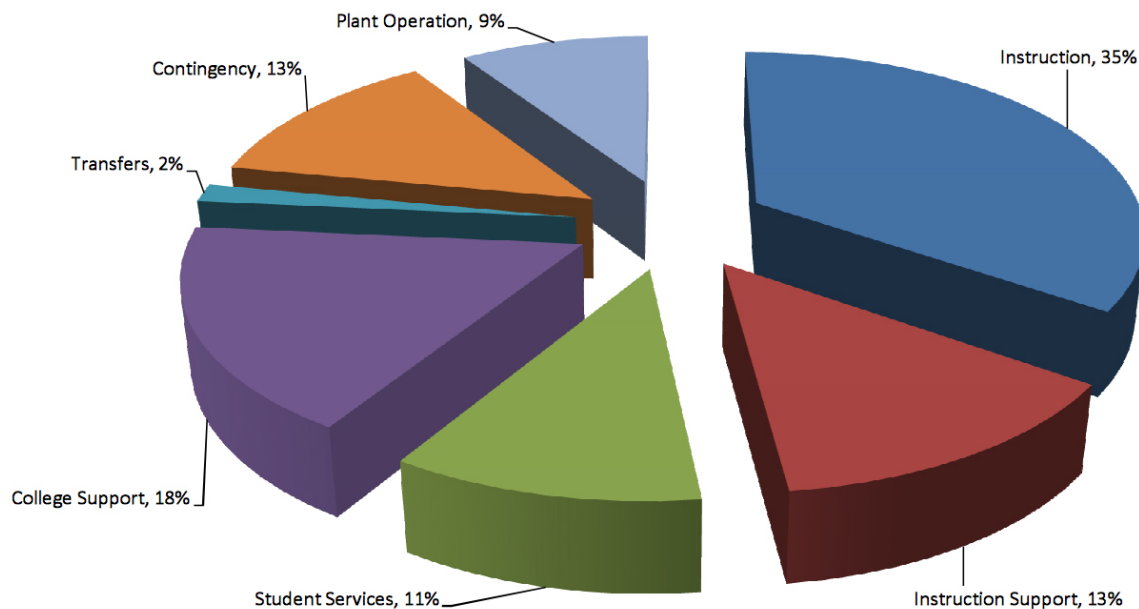
At Oregon Coast Community College we equip students for success by providing educational pathways and supports in response to the diverse needs of our community. Through accessible and engaging programs, we enrich the economic and civic vitality of Lincoln County and beyond.

#### *College Core Themes*

- Equip students for success (student success)
- Provide educational pathways and supports (supported pathways)
- Respond to needs of our diverse community (responsiveness)
- Enrich economic and civic vitality of Lincoln County and beyond (vitality)

The college's governing board adopted the revised mission statement and new core themes on October 15, 2014, as reflected in that meeting's [minutes](#). The purpose of Oregon Coast Community College is to serve the post-secondary educational interests of our students and community. Our principal programs lead to recognized degrees and certificates. OCCC devotes all of its resources (human, facilities, infrastructure, fiscal) to support its educational mission, vision and strategic planning. The graphic below is excerpted from the [2014-15 college budget](#) and demonstrates the allocation of fiscal resources to the college functions that in totality provide the financial support for fulfillment of OCCC's mission.

#### *General Fund Expenditures by Function*





## Standard 1.A Mission

### 1.A.1 Mission Statement

The mission statement was adopted by the Board of Education on October 15, 2014. The new mission is widely published and available in print and in electronic documents. It is easily accessible from the college [website](#). The mission statement is included in the [College Catalog](#), prominently displayed on posters throughout college sites, printed on college business cards, and displayed on a variety of print materials.

#### **Oregon Coast Community College Mission**

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

The college mission, along with its vision, values and core themes, resulted from a year-long extensive engagement process with community stakeholders, college staff, students, and the Board of Education. The mission is the central guide for the college's current work to develop the 2015-2020 College Strategic Plan.

*Supporting Documentation*

[VISION, MISSION, VALUES, CORE THEMES](#)

### 1.A.2 Defining Mission Fulfillment

With Board adoption of the revised mission, vision and core themes completed in October 2014, OCCC is now well underway in the strategic planning process. This work will establish institutional outcomes, characteristics and expected performance levels, all within the framework of mission fulfillment. The Strategic Plan will provide a strong focus and foundation as the college moves to a more holistic and systematic approach to planning. It is intended that the Board adopt the core themes and associated objectives as Board institutional goals, with a regular cycle of reporting on progress. The reports would include key performance measures or an informative narrative for goals that are process oriented and for which outcome data do not exist, along with other elements yet to be determined.

*Supporting Documentation*

[STRATEGIC PLAN](#)

[FIVE BIG IDEAS \(DRAFT\)](#)

## Standard 1.B Core Themes

### 1.B.1 Core Theme Identification

During the process of developing the revised college mission, the various stakeholder groups also considered core themes. Through this engagement, particularly as the mission statement began to take its final form, the college community moved from an initial preference for very functional core themes (Transfer, Foundational Skills, etc.) to core themes intentionally holistic in nature. This shift occurred because of the belief of the college community that the holistic core themes were best suited to bring all parts of the college together in working towards mission fulfillment.

The core themes for the college individually manifest the essential elements of the mission, and collectively encompass the full mission. The following core themes, along with the revised mission, were approved by the board in 2014. Draft definitions under review by the college community.

## *Oregon Coast Community College Core Themes With Draft Definitions*

### **Equip students for success:**

At Oregon Coast Community College, we equip students for success by providing exceptional teaching, student development programs and support services. The college designs programs and services to develop students' ability to think critically and believe in their own capacity for success in completing a degree, certificate, transfer, employment, and/or life-long learning.

### **Supported Educational pathways:**

At Oregon Coast Community College, we provide students with appropriate levels of educational options comprised of clear pathways to transfer, employment, or self-development. Educational pathways are accessible through place and modality, and facilitate transitions to transfer or employment. Pathways have customized and relevant advising and enrichment supports in place to maximize completion and success.

### **Respond to needs of our diverse community:**

At Oregon Coast Community College, we serve our diverse community by assessing the needs of individuals and employers and designing programs and services, including business development programs, to align with community and regional needs. We tailor programs and services for the diversity of Lincoln County as reflected by disparities in income and educational attainment as well as barriers to access for historically underserved groups.

### **Enrich economic and civic vitality of Lincoln County and beyond:**

At Oregon Coast Community College, we strengthen the economy and workforce through our career technical and transfer programs, by narrowing achievement gaps in post-secondary education, and by raising educational attainment in Lincoln County. We celebrate and challenge lifelong learners by providing compelling, creative and accessible learning opportunities and programs. The college provides a forum for civic engagement by sharing our facilities as the "town square." We enrich our communities through the volunteerism of staff and students.

### **1.B.2 Core Theme Objectives**

At the time of this report, the college is in the process of establishing objectives for the four core themes, as well as identifying meaningful, assessable and verifiable indicators of achievement. Participants in this process include the college's [Achieving the Dream Core Team](#), the [Council for Curriculum and Instruction](#), and the [All Managers Group](#) (AMG) and Executive Team (ET).

The table below shows the current (at the time of this report) in-progress draft of objectives and indicators to be further refined and narrowed in conjunction with the strategic planning process.

*Supporting Documentation*

[CORE THEMES MAPPING](#)

[OCCC CATALOG](#)

[OC3 TEAM](#)

[OCCC ALL MANAGERS GROUP \(AMG\)](#)

[OCCC ACHIEVING THE DREAM \(ATD\) CORE TEAM](#)

[OCCC EXECUTIVE TEAM \(ET\)](#)

[OCCC COUNCIL OF CURRICULUM AND INSTRUCTION \(CCI\) MEMBERS](#)



## Core Theme Mapping Objectives and Achievement Indicators (as of 12/18/2014)

| Core Theme                           | Objectives under consideration  | Achievement Indicators under consideration   |
|--------------------------------------|---|--|
| <b>Student Success</b>               | <ul style="list-style-type: none"> <li>▪ Increase retention</li> <li>▪ Increase completion rates.</li> <li>▪ Decrease time to completion.</li> <li>▪ Equip students for success now and in the future (workplace &amp; transfer.)</li> <li>▪ Identify and eliminate achievement gaps.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Disaggregated Student economic, gender, racial distribution</li> <li>▪ Course success &amp; completion rate</li> <li>▪ Dev. Ed student performance in Gen Ed</li> <li>▪ Retention and completion rates at each point of entry (ABE, transfer students, CTE)</li> <li>▪ Student engagement surveys to guide strategies (SENSE, CCSSE)</li> <li>▪ All ATD data</li> <li>▪ All Achievement Compact data</li> <li>▪ NCRC</li> <li>▪ Measures to track transfer and workplace success</li> </ul> |
| <b>Supported Pathways</b>            | <ul style="list-style-type: none"> <li>▪ Clear educational pathways (ABE, AAOT, AGS, CTE, STEM &amp; Non-STEM)</li> <li>▪ Effective supports that increase goal attainment.</li> <li>▪ Smooth/ease transitions                             <ul style="list-style-type: none"> <li>○ ABE to College</li> <li>○ HS to CC</li> <li>○ CC to University</li> <li>○ CC to work</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>▪ Accelerated learning and meaningful dual enrollment</li> <li>▪ Goals set by students</li> <li>▪ Usage of supports</li> <li>▪ Degree and certificate completions (vs. starts): AAOT, AGS, OTM,</li> <li>▪ CTE licensure &amp; pass rates</li> <li>▪ Time to completion</li> <li>▪ Transfers</li> <li>▪ Articulation agreements</li> <li>▪ Performance after transfer</li> <li>▪ Employment after CC</li> </ul>   |
| <b>Responsive-ness</b>               | <ul style="list-style-type: none"> <li>▪ Increase dual credit courses at local high schools.</li> <li>▪ Provide CTE programs that meet ind. &amp; com. needs.</li> <li>▪ Ensure geographic access</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Course tuition and fees</li> <li>▪ Student economic and racial distribution</li> <li>▪ CTE placements in Lincoln County</li> <li>▪ Enrollments in Community Ed</li> <li>▪ Dual Credit enrollments</li> </ul>  |
| <b>Economic &amp; Civic Vitality</b> | <ul style="list-style-type: none"> <li>▪ Increase fiscal strength of OCCC.</li> <li>▪ Increase partnerships with Lincoln County school district, business and industry, and community</li> <li>▪ Students and staff engage with Lincoln County</li> </ul>   | <ul style="list-style-type: none"> <li>▪ SBDC metrics</li> <li>▪ Volunteerism, students and staff</li> <li>▪ Community engagement at college</li> <li>▪ Community Based Learning placements</li> <li>▪ WFD offerings</li> </ul>  |

## Chapter Two: Resources and Capacity

### Executive Summary of Eligibility Requirements 4 through 21

#### 4. Operational Focus and Independence

Oregon Coast Community College has sufficient organizational and operational independence to be held accountable for meeting the Commission's standards and eligibility requirements. The college is governed by and accountable to an independent elected Board of Education, which sets the direction for the college and hires the president. A well-qualified president and strong administrative team ensure effective management and accountability of the college.

#### 5. Non-Discrimination

Oregon Coast Community College offers its services in full compliance with all applicable federal and state rules and regulations pertaining to the rights of both employees and students. OCCC goes beyond compliance to operate in a respectful, non-discriminatory and welcoming manner. The college's position regarding non-discrimination is publicized in multiple places, including its [website](#), [OCCC catalog](#), student handbooks, and course syllabi. The college prohibits unlawful discrimination based on race, color, national origin, religion, sex, sexual orientation, age, marital status, veteran status, or any other conditions protected by law. Under this policy, equal opportunity for employment, admission, and participation in the college's benefits and services is extended to all persons, and the college promotes equal opportunity and treatment through application of this policy and other college efforts designed for that purpose.

#### 6. Institutional Integrity

Oregon Coast Community College is governed by and administered with respect for the individual in a non-discriminatory manner while responding to the educational needs of the constituencies it serves, as determined by its chartered purposes and accredited status. All college constituents follow state ethics laws. OCCC establishes ethical standards in operations and relationships to best serve the educational needs of its constituents. [Board policies](#) establish these standards, which govern ethical conduct at OCCC.

#### 7. Governing Board

The Oregon Coast Community College [Board of Education](#) consists of 7 publicly elected members who represent distinct zones within the community college service district of Lincoln County, Oregon. Board members are elected to represent a district within the larger community college district, but only have the authority to take action as a full Board. The governing board has no contractual, employment, or personal financial interest in the college. The Board is responsible for the quality and integrity of the programs and services of OCCC and to ensure that the college is operating to achieve the college's mission ([Duties and Responsibilities of the Board](#)).

#### 8. Chief Executive Officer

Oregon Coast Community College is led by a president who is appointed by the governing board and whose full-time responsibility is to Oregon Coast Community College. In April 2014 the Board selected and appointed Dr. Birgitte Ryslinge as the college's fifth president. She began her tenure on July 1, 2014. The employment contract with Dr. Ryslinge clearly states that her full-time responsibility is to the college. She is not an officer of the Board.

#### 9. Administration

Oregon Coast Community College has the administrative and support services required to provide effective leadership and management for the college's major support and operational functions. The college's staffing structures are available in organizational charts detailing administrative and support service functions. Through collaboration between all departments, OCCC is able to foster fulfillment of its mission statement and achievement of its core themes.

## **10. Faculty**

Currently, the college employs 10 full-time and 49 part-time faculty. Of these individuals, 5 full-time and 33 part-time teach general education courses, three full-time and 13 part-time teach Career and Technical courses, and two full-time and three part-time teach developmental education courses. The two CTE directors also have teaching responsibilities. The faculty are adequate in number and qualifications to meet obligations toward achievement of Oregon Coast Community College's mission and core themes. Through the Council for Curriculum and Instruction, and various committees, faculty are involved in the formulation of institutional policy and participate in academic planning, curriculum development and review, assessment, student academic advising, and institutional governance. Workloads as described in the Collective Bargaining Agreement reflect the mission and core themes of Oregon Coast Community College and the talents and competencies of the faculty.

## **11. Educational Program**

Oregon Coast Community College offers educational programs leading to one- or two- year certificates, a two-year associate degree in college transfer or career and technical education, career training, and the Oregon General Education Development (GED). The Oregon Higher Education Coordinating Commission establishes criteria to which all degrees must adhere. The HECC identifies the number of credits required for a degree and the number of contact hours required per credit.

## **12. General Education and Related Instruction**

As a contracting college, Oregon Coast Community College adopts the curriculum of Portland Community College including all general education and related instruction requirements. PCC's transfer associate degrees require a substantial and coherent component of general education as a prerequisite to, or an essential element of, the programs offered. Degree requirements include coursework in arts and humanities, social science, math, science and computer science, as well as health, speech and cultural literacy. All other associate degree programs (applied science and general studies) and programs of study of 45 quarter credits or more for which certificates are granted require at least eight quarter credits of related instruction or the equivalent in computation, human relations, and communications.

## **13. Library and Information Resources**

Consistent with its mission and the core themes of supported educational pathways and equipping students for success, Oregon Coast Community College provides access to library resources, technology, and information resources with an appropriate level of currency, depth and breadth to support the institution's programs and services regardless of delivery format. The college provides a core physical collection at the Newport Campus that is tied to the curriculum. The physical collection approaches 6,000 items available for circulation, more than 1,200 print reference titles, including 54 multiple-volume reference sets, and some textbooks available for short-term use. To enhance the printed materials, the library offers students 24/7 access to numerous electronic resources, mostly through paid [subscription databases](#). These electronic resources include [ebrary's Academic Complete](#), a scholarly collection of more than 80,000 academic ebook titles, as well as [Credo Reference 100](#), which includes 100 virtual reference titles. Online students and students at the Lincoln City and Waldport centers have online access to a majority of the collection as electronic resources through the library's website. Librarians work closely with instructional faculty to ensure that the library supports the needs of their programs and accrediting agencies (where applicable).

## **14. Physical and Technological Infrastructure**

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

OCCC's four state-of-the-art facilities include the main campus building and the Aquarium Science building in Newport and two smaller satellite sites in Lincoln City and Waldport. These facilities,

totaling 120,000 square feet, are placed strategically throughout Lincoln County to serve residents. All OCCC facilities are new, built within the past five years. All buildings were built to LEED Silver standards.

All facilities are linked to the main campus in Newport by 100MB fiber. Twelve servers support the college's information technology network. Wireless connectivity is available at all four OCCC facilities. All classrooms are equipped with digital audio and video, computers, and document cameras. Thirty open-access computers are available for student, faculty and staff use at the central campus in Newport and another fourteen at the Lincoln City site. Technical assistance for faculty, staff and students is provided by college staff and supplemented by a third-party contract provider. In 2014, OCCC initiated an assessment of technological structures, processes and staffing to improve efficiency and effectiveness of support for academics, administrative, and support services. Recommendations from the IT assessment will be implemented during 2015, except for those with funding requirements requiring longer-term budgeting.

### **15. Academic Freedom**

Oregon Coast Community College's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Oregon Coast Community College maintains an atmosphere in which intellectual freedom and independent thought are supported. This commitment is documented and communicated in various ways including syllabi, student orientations, and the [Faculty collective bargaining agreement](#). In January 2015, the Board adopted a Board Policy on Academic Freedom in order to formalize recognition of this important tenet of education. The Academic Freedom policy was developed and proposed by the Council of Curriculum and Instruction, and further refined by the Board. It reads as follows:

*Institutions of higher education exist for the common good, and the unfettered search for truth and its free exploration is critical to the common good. The college seeks to educate its students in the democratic tradition, to foster recognition of individual freedoms and social responsibility, and to inspire meaningful awareness of and respect for a collaborative learning environment. Freedom of expression will be guaranteed to instructors to create a classroom atmosphere that allows students to raise questions and consider all sides of issues. OCCC instructors are responsible for exercising judgment in selecting topics of educational value for discussion and learning consistent with course requirements, goals, and desired outcomes.*

### **16. Admissions**

Oregon Coast Community College has an [open admissions policy](#). Specific programs or courses may require prerequisite course work or department/instructor approval for enrollment. Oregon Coast Community College publishes its student admission policy, which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admission procedures and practices.

### **17. Public Information**

Oregon Coast Community College publishes in various media accurate and current information that describes its [mission and core themes](#); [admission requirements and procedures](#); grading policies; course, programs and degrees offered; program costs including [tuition and fees](#), [refund policies and procedures](#); and [financial aid](#) opportunities and requirements. Names, titles and credentials of all administrators and faculty are detailed in the college catalog (both in print and on-line). Academic calendars, rules and regulations, and student rights and responsibilities including grievance procedures, are made readily available in the [Faculty Information Handbook](#), faculty [and student handbooks](#), or online through the [college website](#).

### **18. Financial Resources**

Oregon Coast Community College uses its annual budgeting process to develop and implement funding priorities and strategies. The college is required by law to have a balanced budget. The

college has three primary sources of revenue: Tuition and Fees (39%); State Funding (33%); Local Funding (26%) (2014-2015 budget.) The Board of Education has made achieving a 15% fund balance requirement a priority. This was achieved in 2012-13, sustained in 2013-14, budgeted in FY 2015 and is included in the framework for budget development. The financial planning process and use of funds considers available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability. Documents related to this work are available at [Finance – Budget and Audit](#).

### **19. Financial Accountability**

Oregon Coast Community College's financial records are audited annually by Rogers and Company, an independent certified public accountant, on a regular schedule required by state law. The audit includes an opinion on the accuracy of OCCC's financial statements.

### **20. Disclosure**

Oregon Coast Community College agrees to disclose to the Northwest Commission on Colleges and Universities any and all such information required to carry out its evaluation and accreditation functions. Since its founding, Oregon Coast Community College has been without independent accreditation status and so has appropriately indirectly disclosed to the Northwest Commission on Colleges and Universities requested information via the accreditation reporting cycles of the college's IGA (Intergovernmental Agreement). OCCC will continue to provide any and all such information the Commission may require to carry out its evaluation and accreditation functions via its new IGA with Portland Community College.

### **21. Relationship with Accreditation Commission**

Oregon Coast Community College has carefully reviewed and accepts the policies and standards of Northwest Commission on Colleges and Universities (NWCCU) and agrees to comply with these [standards and policies as currently stated](#) or as modified. Accreditation standards will provide the framework for the organizational development and institutional planning of Oregon Coast Community College. OCCC understands and agrees that the NWCCU may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding the college's status with the Commission.

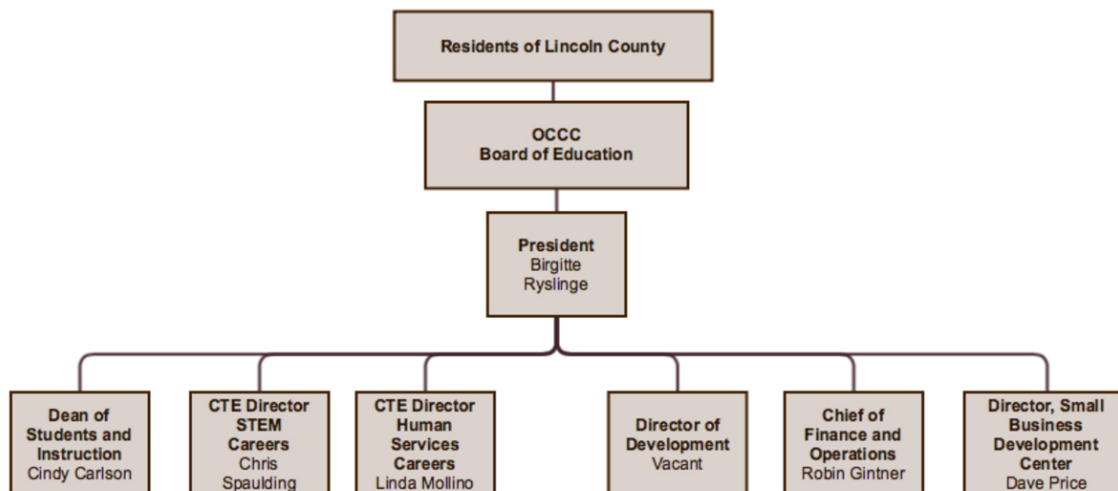
## **Standard 2.A Governance**

### **2.A.1 Governance System**

The OCCC Board of Education is the governing body of the OCCC District pursuant to [ORS Chapter 341](#), which identifies the primary role of the board to adopt policies for the general governance of OCCC. The Board considers, reviews, and acts upon the recommendations of the President in matters of policy pertaining to the current and future welfare of the OCCC District. The Board emphasizes its role in strategic leadership and setting institutional policy rather than administrative detail, and keeps its major focus on the long-term effectiveness of the college. The OCCC Board of Education defines its role in [Board Powers and Responsibilities BP 203](#). Board Policies are documented and publically available in the [OCCC Board Policy Manual](#).

The role of the college President is defined in [BP 255, President's Authority and Administrative Organization](#), which states the President "shall exercise all powers and duties under [ORS 341-290 to ORS 341.321](#) not retained by the Board." The President in turn delegates responsibility and authority to area administrators as shown in the college's Executive Team Organization Chart.





The President and Board provide for consideration of the views of faculty, staff, administrators, and students through several channels, which include the [Council of Curriculum and Instruction \(CCI\)](#), which meets monthly throughout the academic year and is the primary means for faculty and staff to provide input. Over recent years, the role of this shared-governance group has expanded beyond that implied by its title. CCI brings together representatives of faculty, staff, administration and sometimes students to review and develop academic policies, procedures and regulations related to admissions, assessment, placement, standards of conduct and other matters. This body also reviews new courses and curriculum changes before review by the college. Agendas, meeting minutes and handouts are available on the college website.

The [Associated Student Government of Oregon Coast Community College \(ASGOCCC\)](#) is the official organization representing Oregon Coast Community College students. ASGOCCC connects students, college staff, and the general public through various activities. Officers are elected by the general student body each spring. All students are invited to attend and be active participants in ASGOCCC meetings. As constituents of OCCC, students are free to express their views on issues of institutional policy and on matters of general interest to the students. The students and their association are given the opportunity to provide input in the formulation and application of institutional policy. To this end, all students are regularly invited to respond to questions via a consistent student data collection site in the commons area in Newport. For example, over 80 students used this system to indicate their preferences on a new college vision statement. Currently, the data collection is gathering students' perspective (true or false) on a series of intended best practices at the college ("I had my textbooks before the start of class," "I know how to get tutoring," "I know how to meet with an advisor," etc.). Students are also encouraged to attend CCI, to communicate directly with college administration, and to attend OCCC Board of Education meetings.

The Executive Team (ET) is comprised of all managers who report directly to the President. This group meets weekly with the President to provide input on planning, budget and operations. The All Managers Group (AMG), comprised of all administrative exempt employees, meets monthly for communication and professional development.

Because OCCC delivers college credit instruction, certificates and degrees as a contracting college through its [Intergovernmental Agreement](#) with Portland Community College, curriculum approvals are coordinated through certain shared governance bodies of PCC: the Curriculum Committee, Degrees and Certificates Committee, and other subcommittees of the [Educational Advisory Council](#). At OCCC, various standing committees comprised of faculty, staff and administration meet regularly, report out to the Council for Curriculum and Instruction, and also serve in an advisory capacity to college

administration. These include the Transfer Advisory Board, the Developmental Redesign Team, and the Achieving The Dream (ATD) Core Team.

The college is currently considering its standing committee structures. Changes are intended to bring better alignment with the revised mission and core themes, consolidate multiple committees or workgroups, and to create shared governance capacity necessary to support key aspects of independent accreditation such as planning, learning assessment and program improvement. The chart on the following page (OCCC Shared Governance Committees and Groups) presents the current structure along with a potential new structure to be reviewed and improved by the college community in Spring 2015.

*Supporting Documentation*

[OCCC BOARD POLICIES](#)

[OCCC-PCC INTERGOVERNMENTAL AGREEMENT](#)

[OCCC-CLATSOP INTERGOVERNMENTAL AGREEMENT](#)

[SUBSTANTIVE CHANGE 1 – PCC-OCCC – CHAIRSELL LETTER TO NWCCU](#)

[SUBSTANTIVE CHANGE 2 – PCC-OCCC – NWCCU APPLICATION](#)

[SUBSTANTIVE CHANGE 3 – PCC-OCCC – PROPOSAL TO NWCCU JULY 2014](#)

[ORGANIZATIONAL CHART: SHARED GOVERNANCE](#)

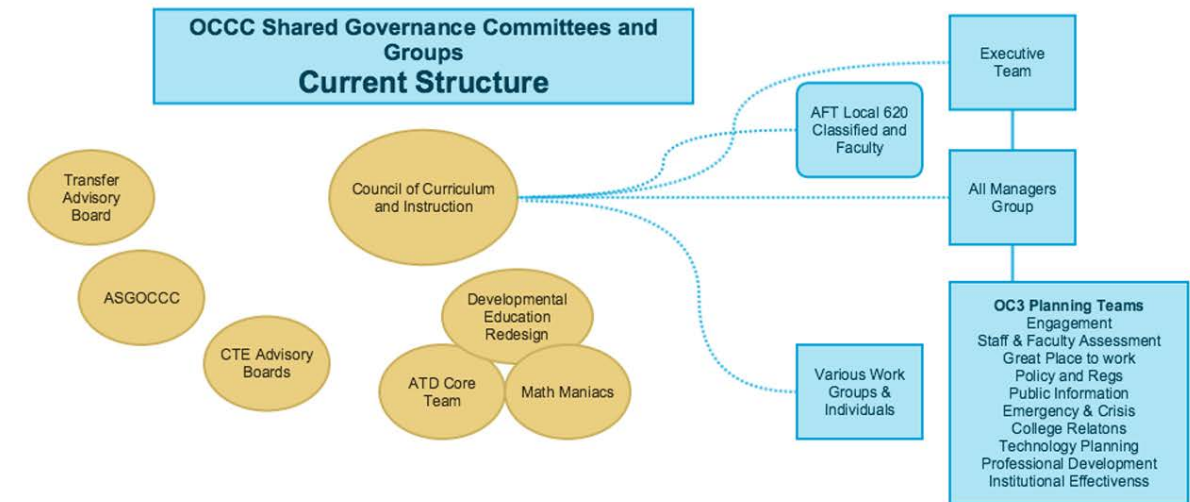
## **2.A.2 Division of Authority and Responsibility is Clearly Defined**

The State of Oregon does not have a community college “system” as might be typical in other states. Oregon establishes community college districts based on a vote of citizens within the boundaries of the respective proposed community college district. This process originates with those citizens. Oregon law describes the process by which a district is created, and, if created, provides policy guidance from the [Higher Education Coordinating Commission](#) (HECC) and administrative guidance from the [Oregon Department of Community Colleges and Workforce Development](#) (CCWD).

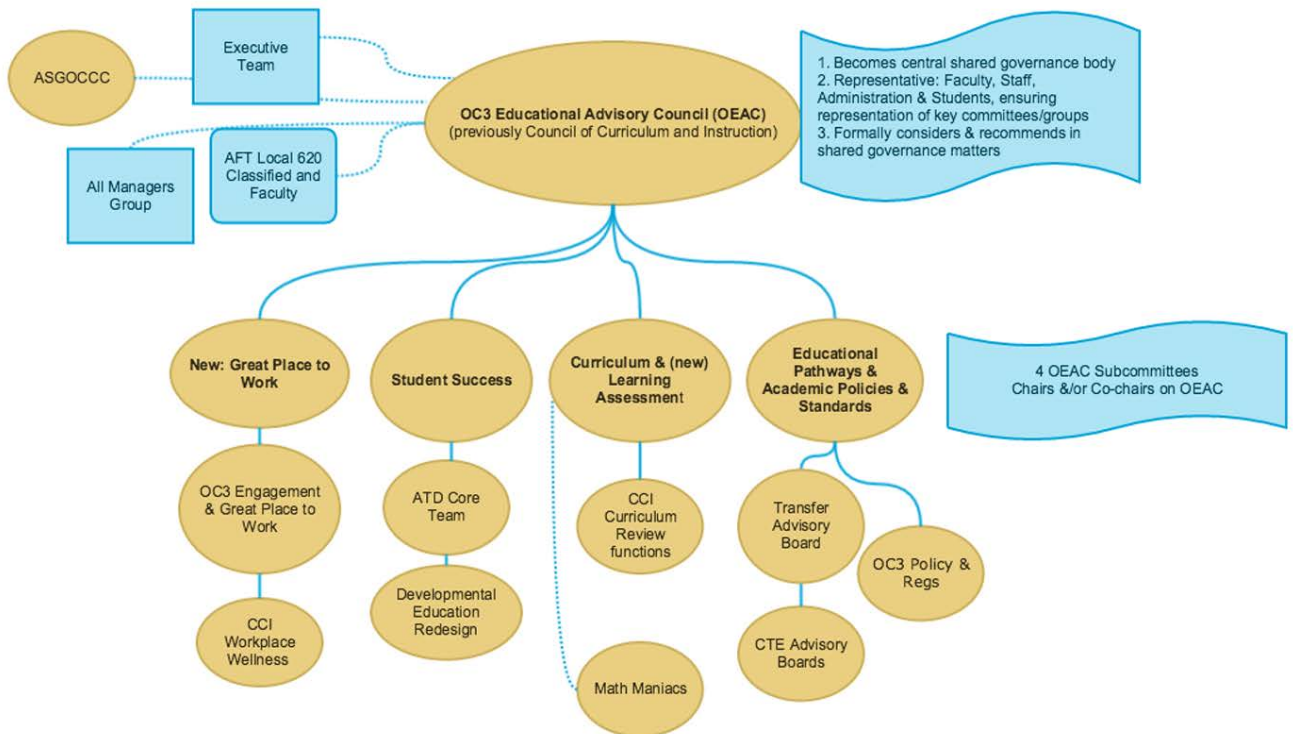
Governance of the district is reserved to the locally elected district Board of Directors. The HECC establishes administrative direction broadly, with CCWD as its administrative manager. The local board, once established, has complete district governance authority and does not report to either the HECC or the CCWD.

*Supporting Documentation*

[BOARD OF EDUCATION MINUTES](#)



### OCCC Shared Governance Committees and Groups Potential Restructuring





### **2.A.3 Compliance with the Commission's Standards of Accreditation**

OCCC has adopted the Commission's Standards for Accreditation as the guiding framework for college planning and operations. Beginning in 2013, OCCC undertook a review of its Mission Statement as a part of its ongoing compliance oversight process, and in response to the Northwest Commission's revised Accreditation Standards. That process entailed numerous collaborations amongst internal stakeholder groups and culminated in a revised [College Mission Statement and related Core Themes](#) adopted by the Board of Education on [October 15, 2014](#). At that time, the President emphasized to the Board that the revised Mission Statement and related Core Themes would provide the basis for planning, assessment, and reporting for the college well into the future. Following adoption of the mission and core themes the President has now initiated development of the [2015-2020 College Strategic Plan](#). It is intended the Board will adopt high-level core theme goals as Board Institutional Goals.

President Birgitte Ryslinge is the individual responsible for monitoring compliance with the Commission's standards and responding appropriately to the impact of updates and changes in the college's internal collective bargaining agreements, legislative actions and other mandates. She is supported in that work by Kathy Searles, Director of Library and Media Services. Ms. Searles is assigned the responsibilities of Accreditation Liaison Officer (ALO) to NWCCU that are appropriate to a college that is not yet independently accredited. Beginning in 2015, OCCC will also participate (as part of the PCC contingent) in the relevant annual NWCCU Training Workshops. Attending this March from OCCC are Birgitte Ryslinge, Kathy Searles, Cindy Carlson, Dean of Students and Instruction, and Linda Molino, CTE Director.

*Supporting Documentation*

[MISSION, VISION, THEMES AND OBJECTIVES](#)

### **2.A.4 Functioning Governing Board**

Oregon Coast Community College has a single governing board, the [Board of Education](#) (BOE). The BOE consists of seven publicly elected members who represent distinct zones within the community college service district of Lincoln County, Oregon. The Board is responsible for the quality and integrity of the programs and services of OCCC and for ensuring that the college is operating to achieve the college's mission. Board Policy 203 enumerates the [Board Powers and Duties](#).

Board members do not receive compensation or gain financially by their service to the college, but serve as volunteer electorates. They may be reimbursed for the actual and necessary expenses incurred in the performance of their duties ([BOE Policy 204](#)). The college's [conflict of interest policy](#) (BOE Policy 706) applies to board members, officers, employees and agents of Oregon Coast Community College and prohibits financial gain (other than employment) from a relationship with the college. It also states that employees of Oregon Coast Community College and its contracting college are ineligible to serve on the Board of Education; if elected or appointed to the Board, they must resign their employment.

As of December 10, 2014, the seven OCCC Board Members are:

Zone 1: Mr. Jim Nelson

Zone 2: Ms. Alison Nelson-Robertson

Zone 3: Mr. Jeff Ouderkirk (founding Board member)

Zone 4: Mr. Rex Krabbe (founding Board member)

Zone 5: Ms. Chris Chandler (Chair)

Zone 6: Dr. Cliff Ryder (Vice-Chair)

Zone 7: Ms. Debbie Kilduff

The Board holds public meetings the third Wednesday of every month, rotating location between the three college sites (Newport, Lincoln City and Waldport). Meetings are widely publicized to encourage

public participation. Additional meetings are scheduled as needed. [Board policy](#) makes clear the duties of officers, including the President.

*Supporting Documentation*

[OCCA BOARD OF DIRECTOR'S HANDBOOK, 2013-14](#)

[OCCC BOARD OF EDUCATION](#)

[BOARD POLICY 203 – BOARD POWERS AND DUTIES](#)

[BOARD POLICY 204 – BOARD MEMBER EXPENDITURE COMPENSATION](#)

[BOARD POLICY 706 - ETHICAL CONDUCT AND CONFLICT OF INTEREST](#)

## **2.A.5 Board Acts Only as a Committee of the Whole**

BOE members understand their responsibility to act only as a committee of the whole. Persons appearing before the Board of Education are reminded that members of the Board are without authority to act independently as individuals in official matters. ([Policy Number 206: Public Participation at Board Meetings.](#))

BOE members' understanding of this concept is consistently reinforced through professional development. Within Oregon, the Oregon Community College Association (OCCA) provides [New Board Member Training](#) and OCCC sends new BOE members to attend. Core tenets of this training stress that effective boards:

- Integrate multiple perspectives into board decision-making
- Establish and abide by rules for conducting board business
- Speak with one voice, and support the decision of the board once it is made
- Recognize that power rests with the board, not individual trustees

In the recent [Board Self-Assessment](#), conducted in August 2014, two items addressed the concept of Board acting as a whole. Board members' composite rankings on these items were above four on a five-point scale.

- 12. The Chair serves as the voice of the Board when dealing with the public and media. 4.57
- 25. The Board accommodates the differences of opinion that arise during debates of issues, and once a decision is made, Board members cease debate and uphold the decision. 4.14

*Supporting Documentation*

[BOARD POLICY 206 – PUBLIC PARTICIPATION AT BOARD MEETINGS](#)

[BOARD SELF-ASSESSMENT 2014](#)

## **2.A.6 Board Oversight of Institutional Policies**

The OCCC Board of Education establishes appropriate institutional policies, including those regarding its own organization and operation. [BOE Policy](#) can be accessed from the [About OCCC](#) by: [About The college](#); [Board of Education](#); [Board of Education Policies](#).

Since founding, the BOE has reviewed, revised and added policy as needed. During the current year (2014-2015) the BOE is conducting a full-scale review and revision of all BOE policies, to ensure their grounding in best practices, currency, and appropriate legal references. Conclusion of the full review process is anticipated by June of 2015.

*Supporting Documentation*

[OCCC BOARD OF EDUCATION POLICIES](#)

[BOARD SELF-ASSESSMENT](#)

## **2.A.7 Selection and Evaluation of Chief Executive Officer**

Under its authority granted by [ORS 341.290](#), and enumerated in [BOE Policy 255](#) the BOE establishes the office of President (as CEO) and delegates authority and responsibility to the President to implement and administer board-approved policies related to the operation of the institution.

In April 2014, the Board selected and appointed Dr. Birgitte Ryslinge as the college's fifth president. She began her tenure on July 1, 2014. Dr. Ryslinge's employment contract with the college (available for review in Dr. Ryslinge's personnel file) specifies an annual review. The first annual BOE review of the president was completed in 2014, and is available upon request. The prior president (interim) was evaluated by the Board in 2012.

*Supporting Documentation*

[OCCC BOARD POLICIES](#)

[OREGON REVISED STATUTES: 341.290](#)

[BOARD POLICY 255: PRESIDENT'S AUTHORITY AND ADMINISTRATIVE ORGANIZATION](#)

[2014 OCCC PRESIDENT'S PERFORMANCE REVIEW: HARD COPY AVAILABLE ON REQUEST](#)

[BOARD SELF-ASSESSMENT](#)

## **2.A.8 Board Evaluation**

BOE Retreats have been an opportunity for the BOE to reflect upon its own performance and consider improvements. Historically BOE retreats have occurred every one to two years, most recently in 2012 and 2014. In 2014, all members of the BOE completed the Association of Community College Trustees' (ACCT) [Board Self-Assessment process](#) prior to their retreat and devoted part of the retreat to consider and act upon the results of the self-assessment. At that gathering, the BOE also established [goals for 2014-2015](#). OCCC does not currently have a Board policy directing self-evaluation of performance.

*Supporting Documentation*

[OCCC BOARD POLICIES](#)

[BOARD SELF-ASSESSMENT 2014](#)

[BOARD GOALS: 2014-2015](#)

## **2.A.9 Effective System of Leadership**

The college has an effective system of leadership with the authority of the Board delegated to the president, who in turn oversees the Executive Team (ET) with the qualifications, education, and experience necessary to be experts in their own areas. Additionally, the ET possesses the leadership skills to work cross-departmentally with each other. The president, the ET and other administrators are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. The president gives each member of the ET appropriate and significant responsibilities and also holds them accountable for outcomes.

The college leadership team plans and executes long-term and short-term strategy to fulfill the college's mission of providing educational pathways in response to the diverse needs of the community. They ensure that the college enriches the economic and civic vitality of Lincoln County and beyond. Under the leadership of the new college president, college leadership is actively planning and implementing development to support independent accreditation. This process started with a day-long retreat that resulted in the formation of eleven planning teams to work on both short-term and long-term goals (see Std. 3.A for more on planning teams).

*Supporting Documentation*

[OCCC MANAGEMENT TEAM JOB DESCRIPTIONS](#)

[OC3 PLANNING TEAMS TABLE](#)

[ORGANIZATION CHART: OCCC {ALL}](#)

[ORGANIZATION CHART: COLLEGE ADMINISTRATION](#)

[ORGANIZATION CHART: FINANCE & OPERATIONS](#)

[ORGANIZATION CHART: STUDENT SERVICES & INSTRUCTIONAL FUNCTIONS](#)

[ORGANIZATION CHART: CAREER & TECHNICAL EDUCATION](#)

[ORGANIZATION CHART: SMALL BUSINESS DEVELOPMENT & CONTINUING EDUCATION](#)

## **2.A.10 Employs Appropriately Qualified Chief Executive Officer**

Since its founding in 1987, OCCC has employed a chief executive officer (president) appointed by the governing board and whose full-time responsibility is to the institution. Per [Board Policy 209](#), the president serves as the Clerk of the Board but not in any other official board capacity.

The current president of OCCC is Dr. Birgitte Ryslinge, who was appointed to the position in July of 2014. Dr. Ryslinge brings 16 years of community college experience and progressive leadership in academic affairs and instruction in California and Oregon. She holds a Ph.D. and has taught in the subject areas of psychology, management, and leadership. Throughout her career in higher education, she has been closely involved with program development, workforce and economic development, as well as with partnering and advocacy in connection with external stakeholders.

Dr. Ryslinge is a member of the following committees and boards as part of her commitment to OCCC: [Coastal STEM Hub](#) (Chair of Steering Committee); [Mid-Valley Mid-Coast Partnership](#) (and Regional Achievement Collaborative); Equity Workgroup of the Higher Education Coordinating Commission (HECC); Oregon Presidents Council; [Economic Development Alliance of Lincoln County](#); Yaquina Bay Economic Foundation; Children's Development Network of Lincoln County; Newport Student Housing Advisory Committee (OSU); Marine Studies Initiative Working Group (OSU).

*Supporting Documentation*

[BOARD POLICY 209 – BOARD ORGANIZATION](#)

[PRESIDENT RYSLINGE RESUME](#)

[OREGON COAST STEM HUB](#)

[MID-VALLEY MID-COAST PARTNERSHIP \(MVMCP\)](#)

## **2.A.11 Employs Sufficient Number of Qualified Administrators**

In addition to a chief executive officer, OCCC employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions. They work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes of equipping students for success, providing educational pathways and supports, responding to needs of our diverse community, and enriching the economic and civic vitality of Lincoln County and beyond.

The Executive Team is comprised of six positions reporting directly to the president: Dean of Students and Instruction, Chief of Finance and Operations, Director of CTE STEM Programs, Director of CTE Human Services Programs, Director of Development (currently vacant), and Director of Small Business Development and Community Education. Each of these executive level administrators oversee a variety of support and operational functions, and in some cases are supported by a mid-level manager with oversight for specific functions. Job descriptions reflect their roles and responsibilities of all administrators. To ensure ongoing alignment, collaboration and focus on mission fulfillment, the Executive Team meets weekly with the president, and all managers meet as a group monthly.

*Supporting Documentation*

[OCCC MANAGEMENT TEAM JOB DESCRIPTIONS](#)

[ORGANIZATION CHART: OCCC {ALL}](#)

[ORGANIZATION CHART: COLLEGE ADMINISTRATION](#)

[ORGANIZATION CHART: FINANCE & OPERATIONS](#)

[ORGANIZATION CHART: STUDENT SERVICES & INSTRUCTIONAL FUNCTIONS](#)

[ORGANIZATION CHART: CAREER & TECHNICAL EDUCATION](#)

[ORGANIZATION CHART: SMALL BUSINESS DEVELOPMENT & CONTINUING EDUCATION](#)

## **2.A.12 Academic Policies**

Academic policies, including Board of Education policies, are clearly communicated to students, faculty, administrators, and staff with responsibilities related to these areas. Policies include those related to teaching, service, scholarship, research, and artistic creation. Policies can be located in the OCCC College Catalog, and Student and Faculty Handbooks. Academic policies can be found on the college website under the header “Programs and Services,” as well as with the Board of Education policies.

Academic policies are under periodic review by individual departments, by the Board of Education, and by OCCC’s Council of Curriculum and Instruction (CCI) to ensure accuracy and relevance. Selected elements of academic policies are highlighted during the annual Fall In-Service. Information about copyright laws and limitations and “Fair Use” concepts and policies are disseminated via Library and Media Services through the [Faculty Services and Resources](#) web page.

OCCC students are introduced to academic policies, college procedures, and student rights and responsibilities during New Student Orientation. These sessions are conducted by advising specialists. The [OCCC Student Handbook](#) is available on the college website and is also available in hard copy on request. Review of the Student Handbook is a major component of the college Survival and Success class. Student Services personnel address policy inquiries from students as needed. Policies such as academic honesty, non-discrimination and reasonable accommodations are explicitly stated on each course syllabus. The composition courses give special attention to plagiarism prevention and to the close examination of those areas within the Student Handbook.

A Syllabus Checklist is available to all faculty members, and it contains the policies and details the required elements to be included in the course syllabus that each student receives (OCCC Syllabus Checklist/Handbook).

The Nursing and Aquarium Science programs have developed their own student handbooks to address academic policies specific to these Career and Technical Education programs. These documents are distributed to the new cohort of each program’s students each fall.

*Supporting Documentation*

[OCCC ACADEMIC POLICIES](#)

[OCCC STUDENT HANDBOOK 2014-15](#)

[OCCC AQS STUDENT HANDBOOK 2014-15](#)

[OCCC STUDENT NURSING HANDBOOK 2014-16](#)

[OCCC FACULTY HANDBOOK 2013-14](#)

[SYLLABUS CHECKLIST](#)

[SYLLABUS CONSTRUCTION HANDBOOK 2005](#)

[SYLLABUS TEMPLATE](#)

[FACULTY SERVICES AND RESOURCES](#)

### **2.A.13 Library Policies**

The OCCC Library publishes library-related policies regarding access to and the use of library and information resources on the [library website](#). Library staff members use these policies as guidelines to enforce library rules and as a means to instruct library users about use of an academic library. The policies are listed on the website with related library services and resources.

*Supporting Documentation*

[OCCC LIBRARY AND MEDIA SERVICES](#)

### **2.A.14 Transfer-of-Credit Policies**

Transfer credit is accepted according to procedures that provide adequate safeguards to ensure high academic quality, relevance to each student's programs, and integrity of the receiving institution's degrees. OCCC's accrediting oversight college, PCC, establishes policies related to transfer of credit and OCCC is obligated to follow these policies. Transfer-of-credit policies from other schools to PCC are posted on the PCC website. Policies for the transfer of PCC credit to other institutions are also posted on the PCC website to inform students how to complete their educational programs in university transfer.

Students are informed through the OCCC website's [transfer admission page](#) and college catalog that college credits from other institutions may be accepted toward degree requirements at OCCC if the institution is a fully accredited college or university; the contracting college determines what credits will be accepted as transferable. Incoming transfer students are advised to meet with an advising specialist to review any credits transferred, and the current program requirements.

OCCC advising specialists provide guidance to students who anticipate [transferring to a higher education institution](#). Transfer guidelines are documented via the listing of required courses for the Associate of Arts Oregon Transfer (AAOT), Associate of Science Transfer, the Associate of Science Oregon Transfer in Business, and Oregon Transfer Module (OTM). These processes are reviewed by advising specialists and updated as indicated.

Where patterns of student enrollment between institutions are identified, OCCC pursues articulation agreements between the institutions. OCCC has established several arrangements that facilitate the transition of OCCC students to four-year colleges and universities. An articulation agreement with Linfield College (McMinnville, OR) for RN to BSN co-enrollment of OCCC nursing students enable these individuals to seamlessly pursue their baccalaureate degree upon graduation. Similarly, Aquarium Science program graduates have an articulation option through an agreement with Oregon Institute of Technology's Applied Baccalaureate in Management, which enables graduates to enter as juniors. (Currently under revision to align with PCC.) Since the accreditation of OCCC's programs and services is through PCC, [transfer agreements in place at PCC](#) are also available to OCCC students.

*Supporting Documentation*

[PCC TRANSFER CREDIT STANDARDS AND PROCESSES](#)

[OREGON TRANSFER GUIDES](#)

[DUAL ENROLLMENT PROGRAMS](#)

[OCCC TRANSFER PROGRAMS](#)

[OCCC TRANSFER ADMISSION](#)

[MOU – COADMISSION OCCC NURSING PROGRAM AND LINFIELD COLLEGE](#)

[AQUARIUM SCIENCE TRANSFER TO OIT ARTICULATION AGREEMENT](#)



## **2.A.15 Student Rights and Responsibilities**

The primary location for policies and procedures related to students' rights and responsibilities is the OCCC student handbook. Advising specialists distribute the handbook at New Student Orientations and review specific policies with new students. All students have access to the [Student Handbook](#) on the OCCC website. At the week-one Welcome Back BBQ and Information Fair, Student Services distributed "Be Smart Be Informed" bookmarks with the URL for the Handbook as well as page numbers referencing the most critical policies and procedures. These policies and procedures are also available in the [OCCC catalog](#).

The student grievance procedure is outlined in the student handbook and is also available [on the college website](#). In addition, the faculty syllabus template includes required statements on ADA, Equal Opportunity, and Academic Honesty/Integrity. Information regarding accommodations for persons with disabilities is available in the student handbook, the [OCCC catalog](#) and [on the college website](#). Student policies and procedures are administered in a fair and consistent manner.

The Dean of Students and Instruction will be reviewing the student code of conduct as well as the grievance procedure in the 2015-16 academic year. The Dean of Students and Instruction is currently researching the use of universal design concepts to be incorporated into course curriculum and class environments.

*Supporting Documentation*

[OCCC COLLEGE CATALOG 2014-2015](#)  
[OCCC STUDENT HANDBOOK](#)

## **2.A.16 Admission and Placement Policies**

[Board Policy 403](#) establishes the guidelines for admissions. The college has an open admission policy, but has a clearly defined admission process for all limited-entry career and technical programs: Nursing, Aquarium Science, Criminal Justice, and Medical Assistant have additional admission requirements. Additional admission criteria also apply to under-age students and for high school students participating in the Expanded Options program.

Credit students begin the admission process by clicking "Apply Here" on the OCCC website, which leads to [a page](#) that clearly directs students to the appropriate resources. Those students new to college are required to take the COMPASS placement test in order to be placed into the appropriate level of classes, with the ultimate goal of certificate or degree completion. Additional work has recently been completed on improved placement for math courses: a rubric that considers high school math courses graded A or B for those students who graduated no more than two years ago, a week-long jump-start math class offered the week before the term starts for those students who placed into the lowest-level math course, and a short first-day verification test that each math instructor administers so that students may be moved to a course at a more appropriate level. Placement testing may be waived by presenting transcripts indicating the appropriate courses have already been successfully completed at another institution.

OCCC continues to review placement policies to guide the enrollment of students. The college has participated in state-wide developmental re-design over the past two years. OCCC is piloting the use of multiple measures (including high school transcripts) for placement. The college also has a work group developing a mandatory placement-test-preparation site. More accurate placement may reduce student completion time and conserve federal aid dollars.

Continuation, termination, and reinstatement for all students in OCCC degree and certificate programs is tied to the financial aid and academic progress policies of the contracting college. OCCC

limited entry programs have additional policies and procedures regarding program continuation and termination. Policies and procedures related to [admission](#) and termination are found in the OCCC online catalog, on the OCCC website.

*Supporting Documentation*

[BOARD POLICY 403: ADMISSIONS](#)  
[COLLEGE ADMISSIONS PAGE](#)

## **2.A.17 Co-Curricular Activities**

OCCC provides opportunities for student participation in sanctioned clubs and co-curricular activities. The [Associated Student Government](#), the official organization that represents OCCC students, is described on the OCCC website, as are [Student Activities and Organizations](#). ASG and clubs have a faculty or staff sponsor who aids in the development and maintenance of, and adherence to, College policies. In addition, OCCC annually publishes the [Waves Literary Journal](#), a juried publication, and hosts a publication party near the end of the academic year. The full-time English/writing instructor sponsors this publication and event. Each year a student editor and copy editor are selected to produce the publication.

*Supporting Documentation*

[OCCC ASSOCIATED STUDENT GOVERNMENT](#)  
[STUDENT ACTIVITIES AND ORGANIZATIONS](#)  
[WAVES LITERARY JOURNAL](#)

## **Human Resources**

### **2.A.18 Policies and Procedures for Fair and Equitable Treatment**

As outlined in [Board Policy 255](#), the OCCC Board of Education delegates duties for management of the college to the district president. The district president, or designee, is responsible for the organization and operation of the college and shall appoint, remove, discipline, and supervise all employees of the college in a manner consistent with the college personnel system and applicable collective bargaining agreements. Section 700 of Board Policy ([Section 700 of Board Policies](#)) enumerates additional personnel-related areas in which the Board of Education also sets policy. Accordingly, various employment policies are drafted, maintained, and administered to ensure board, legal, and contractual compliance, as well as consistent and equitable application to employees. These documents address various working conditions, use of college resources, employee benefits, ethics, compliance with legal requirements, hiring procedures, and student rights and responsibilities.

OCCC maintains these documents in paper form in the Human Resources office, and also publishes some of them on the OCCC website. These documents are periodically reviewed and updated as needed for legal compliance and to ensure that information is up-to-date. Such a review of Human Resources policy and practice is planned to follow the board policy review process now underway. The college is also conducting an HR process review, with the goal of increasing automation where reasonable along with updating and expanding upon its published employment policies.

In addition, the college maintains the [Faculty Collective Bargaining Agreement](#) and the [Classified Collective Bargaining Agreement](#), which cover the majority of college faculty and staff, and a Personnel handbook, applicable to managers and confidential staff. The labor contracts and handbook outline terms and conditions of employment and standards for discipline that provide a framework to ensure consistent and fair treatment of covered employees. The labor agreements are formally negotiated and updated through an agreed-upon cycle of collective bargaining, and the



handbook is reviewed and updated periodically by Human Resources. The Student Services department publishes the [Student Handbook](#) as a guide for faculty, staff, and students for guidance about students' rights and OCCC's expectations of its students.

*Supporting Documentation*

[BOARD POLICY 255: PRESIDENT'S AUTHORITY AND ADMINISTRATIVE ORGANIZATION](#)  
[COLLECTIVE BARGAINING AGREEMENT: FACULTY](#)  
[COLLECTIVE BARGAINING AGREEMENT: CLASSIFIED STAFF](#)  
[OCCC STAFF PERSONNEL POLICIES HANDBOOK](#)

### **2.A.19 Conditions of Employment**

The staff Personnel Policy Handbook and the faculty and staff collective bargaining agreements also inform employees of their rights and conditions of employment. The CBAs also provide information about pertinent aspects of employment, including compensation, probationary periods, grievance procedures, benefits, and timelines for layoff notification and termination. Upon hire, new staff and managers receive a copy of OCCC's Personnel Policy Handbook. New hires in classified staff and faculty positions also receive a copy of their respective represented group's collective bargaining agreement.

The Personnel Action Form (PAF) documents and informs classified staff and managers when a personnel action affects some aspect of their position's status. The Confirmation of Teaching Assignment (CTA) communicates teaching assignments to instructors for a given term.

*Supporting Documentation*

[PERSONNEL ACTION FORM \(PAF\)](#)  
[CONFIRMATION OF TEACHING ASSIGNMENT \(CTA\) – SCIENCE INSTRUCTOR](#)  
[CONFIRMATION OF TEACHING ASSIGNMENT \(CTA\) – WRITING INSTRUCTOR](#)

### **2.A.20 Security of Human Resources Records**

OCCC recognizes the criticality of the security and confidentiality of personnel files and addresses such in [Board Policy 709](#). Human Resources is charged with the responsibility of maintaining official employee files. It is the practice of Human Resources to maintain separate files for sensitive and personal information on employees, such as records relating to health insurance, worker's compensation claims or employee grievances. The confidentiality of the employee files is the responsibility of Human Resources and access is restricted to only those authorized by Board policy.

*Supporting documentation*

[BOARD POLICY 709: PERSONNEL FILES AND PUBLIC DISCLOSURE](#)

### **2.A.21 Integrity of Communications**

The college represents itself to its constituencies, the public, and prospective students through its [catalog](#), [website](#), [Facebook community](#), [Twitter](#), [Instagram](#) account, official statements, advertisements and [brochures](#). Student services staff provides recruitment information directly to high school counselors and also through events such as [College Nights](#) and [College Goal Oregon](#), a financial aid education event. The [Program Requirements and Outcomes page](#) on the college website provides information about available degrees and certificates along with outcomes and estimated time to completion.

The college works to ensure that all communication from the college presents OCCC clearly, accurately, and consistently. As part of the operational improvements planning described in Standard 3.A and B, the college has begun a review of all college communications to assure integrity in all representations about its mission, programs, and services, with completion planned for 2015. Additionally as part of this operational review, the college is establishing stronger protocols for centralized review of materials and utilization of some standard templates before any materials are made public.

#### *Supporting Documentation*

[OCCC CATALOG](#)

[OCCC WEB SITE](#)

[PROGRAM REQUIREMENTS AND OUTCOMES](#)

[COLLEGE NIGHTS EVENT](#)

[COLLEGE GOAL OREGON EVENT](#)

[COUNCIL OF CURRICULUM AND INSTRUCTION](#)

[OC3 GAP PROJECT MATRIX](#)

[OC3 TEAM PLAN – ACCURACY AND CONSISTENCY OF PUBLIC INFORMATION](#)

### **2.A.22 High Ethical Standards**

OCCC advocates, subscribes to and seeks to exemplify high ethical standards in managing and operating the college and in its dealing with various stakeholders. The Board of Education has adopted policy regarding Ethical Conduct and Conflict of Interest ([Board Policy 706](#)) and equal employment opportunity and non-discrimination, including the Americans With Disabilities Act ([Board Policy 700](#)). The Board of Education is committed to maintaining both a working and learning environment that is free from any form of harassment related to a person's sex or gender ([Board Policy 703](#)). During the process of stakeholder engagement for the new Mission, Vision, and Core Themes, College Values were also reviewed and revised. Three of the eight values address ethical standards:

- Accountability: We accept responsibility for our actions and commit to transparent practices.
- Integrity: We act with honesty and authenticity to foster a culture of ethics and respect that embodies our work and serves the community.
- Equity: We embrace diversity and address the inequities and barriers that prevent people from learning and working to their full potential.

Administrative rules regarding the maintenance of a harassment-free environment; complying with the Americans with Disabilities Act; practicing equal employment opportunity; adhering to non-discrimination; and providing reasonable accommodations are widely publicized and practiced. OCCC is committed to maintaining employment and educational environments that are free of discrimination. This commitment is expressed in the [faculty](#) and [classified staff](#) collective bargaining agreements, job postings, as well as other types of publications.

The college's budget process is transparent and includes the opportunity for input from the general public and the campus community. Members of the community participate in the budget review process by serving as members of the [Budget Committee](#). OCCC's Board of Education also hosts budget meetings and a hearing to gather additional input. These meetings are publically noticed and are open to the public. Testimony gathered throughout the meeting becomes part of the public record. Financial records are audited annually by an external firm and auditors conduct an exit review with the Chief of Finance and Operations and the Board Chair to review audit findings. These findings are

presented at a regularly scheduled Board of Education meeting and then are posted on the OCCC website for public review.

The college ensures complaints and grievances are addressed in a fair and timely manner (see [Board Policy 793, Staff Complaints and Appeals](#)). These processes are established for students and the various employee classes (see below):

Classified Employees, [Article XIV](#)

Faculty, [Article XXV](#)

[Exempt Employees](#)

Students, [Student Handbook](#), Conflict Resolution, pg. 62

#### *Supporting Documentation*

[COLLECTIVE BARGAINING AGREEMENT: FACULTY](#)

[COLLECTIVE BARGAINING AGREEMENT: CLASSIFIED STAFF](#)

[BOARD POLICY 706 - ETHICAL CONDUCT AND CONFLICT OF INTEREST](#)

[BOARD POLICY 700 – EQUAL EMPLOYMENT OPPORTUNITY](#)

[MISSION, VISION, THEMES AND OBJECTIVES](#)

### **2.A.23 Conflict of Interest**

OCCC is a publicly funded college and not affiliated with or supported by social, political, corporate or religious institutions. The Board of Education has adopted policy regarding Ethical Conduct and Conflict of Interest ([Board Policy 706](#)), as outlined and defined in [ORS 244.320](#). Board Policy 706 defines public officials as board members, officers, employees and agents of Oregon Coast Community College. This definition applies whether the official is compensated or uncompensated. As noted above, the Board of Education has also adopted an employee [Code of Conduct](#) (BP 787). At this time it is not clear whether all employees are aware of the Code of Conduct, and as part of an ongoing review of Board Policies and staff development needs, the college will ascertain if this needs to be addressed.

#### *Supporting Documentation*

[BOARD POLICY 706 - ETHICAL CONDUCT AND CONFLICT OF INTEREST](#)

[BOARD POLICY 787 - CODE OF CONDUCT](#)

[OREGON REVISED STATUTE 244.320](#)

### **2.A.24 Intellectual Property**

At OCCC, Intellectual Property rights are addressed in Article VII--Academic Freedom of the [Collective Bargaining Agreement](#) with the statement "Instructors are entitled to full freedom in research and in the publication or production of the results of their work, unless such work is undertaken as part of paid instructional assignment." Historically, this statement has been sufficient to address situations that have arisen in regards to ownership of intellectual property. Going forward, particularly as the college grows, OCCC may consider further definition of policy, most likely through the collective bargaining process.

#### *Supporting Documentation*

[COLLECTIVE BARGAINING AGREEMENT: FACULTY](#)

## **2.A.25 Accuracy in Accreditation Language**

Oregon Coast Community College is currently not regionally accredited, which is made clear to the public the [following statement](#) on the college's website and in its catalog.

*Oregon Coast Community College (OCCC) delivers college credit instruction, certificates and degrees through its Intergovernmental Agreement with Portland Community College (PCC). PCC is accredited through the Northwest Commission on Colleges and Universities (NWCCU). [The Northwest Commission on Colleges and Universities](#) is a regional postsecondary accrediting agency recognized by the U.S. Department of Education. Credits, certificates and degrees earned at OCCC appear on PCC transcripts and are transferable to other institutions, subject to the specific policies of the receiving institutions.*

The college also makes it clear that it intends to seek independent accreditation by describing intent and progress on the same [webpage](#) under the heading "OCCC progress towards independent accreditation." The college does not speculate as to future accreditation action or status. At the time of this report, OCCC anticipates filing for NWCCU Applicant status during 2015.

The Nursing program (Associates of Applied Science degree) has been accredited by the Oregon State Board of Nursing since February 2006. The most recent accreditation review occurred in March 2014 and extended accreditation through March 2022. The Nursing Assistant Level One program has been accredited by the Oregon State Board of Nursing since August 2010. The most recent accreditation review occurred in February 2015 and extended accreditation through May 2016. The Certified Nursing Assistant Level II program has been accredited by the Oregon State Board of Nursing since February 2012. The most recent accreditation review occurred in May 2014 and extended accreditation through May 2016. The Emergency Medical Technician program has been accredited by the Oregon Department of Education: Department of Community Colleges Workforce Development (CCWD). The most recent accreditation review occurred in May 2013 and extended accreditation through May 2018.

### *Supporting Documentation*

[OCCC-PCC INTERGOVERNMENTAL AGREEMENT](#)

[OCCC PROGRESS TOWARDS INDEPENDENT ACCREDITATION](#)

[OCCC COLLEGE CATALOG 2014-2015](#)

[AAS NURSING PROGRAM ACCREDITATION APPROVAL LETTER 2014](#)

[CNA2 ACUTE CARE TRAINING PROGRAM ACCREDITATION APPROVAL LETTER 2014](#)

[NURSING ASSISTANT TRAINING PROGRAM ACCREDITATION APPROVAL LETTER 2015](#)

## **2.A.26 Integrity in Contracts**

When OCCC enters into contractual agreements, the scope of work for those products or services – with clearly defined roles and responsibilities – is stipulated either in OCCC's own personal services contract form or, in some cases, other entities' forms. The Chief of Finance and Operations reviews all contracts to ensure that they maintain the integrity of OCCC, and adhere to institutional policies and procedures. Likewise, projects and services solicited by OCCC are vetted by the CoFO prior to release to ensure they are in alignment with mission and goals.

## **Academic Freedom**

### **2.A.27 and 2.A.28 Policies Regarding Academic Freedom and Independent Thought**

In January 2015, the Oregon Coast Community College Board of Education approved an Academic Freedom Policy developed under the leadership of faculty. The new [Academic Freedom Policy](#) reads:

*Institutions of higher education exist for the common good, and the unfettered search for truth and its free exploration is critical to the common good. The college seeks to educate its students in the democratic tradition, to foster recognition of individual freedoms and social responsibility, and to inspire meaningful awareness of and respect for a collaborative learning environment. Freedom of expression will be guaranteed to instructors to create a classroom atmosphere that allows students to raise questions and consider all sides of issues. OCCC instructors are responsible for exercising judgment in selecting topics of educational value for discussion and learning consistent with course requirements, goals, and desired outcomes.*

The Academic Freedom policy can be found on the [college website](#). Academic Freedom is further defined in the current [collective bargaining agreement](#). OCCC supports inquiry and independent thought in the pursuit and dissemination of knowledge among faculty, staff, administrators, and students. The right to open inquiry and free discussion is promoted in the [Student Handbook](#) and the [Faculty Information Handbook](#). OCCC further supports independent thinking and expression through its Williams Lecture Series. The [Williams Lecture](#) Series is a donor-endowed program. The intent of the series is to provide intellectual stimulation and discourse on a variety of thought-provoking and controversial ideas and topics. Lectures are open and widely promoted to the general public.

*Supporting Documentation*

[BOARD POLICY 400: ACADEMIC FREEDOM](#)  
[COLLECTIVE BARGAINING AGREEMENT: FACULTY](#)

## **2.A.29 Parameters of Academic Freedom**

Instructors at OCCC have an obligation to present scholarship fairly, accurately, and objectively and to identify sources and personal views during instruction. These responsibilities are reinforced in the [Faculty Information Handbook](#) and the [Collective Bargaining Agreement](#).

## **Finance**

### **2.A.30 Financial Integrity**

Financial policies adopted by the Governing Board regarding oversight and management of financial resources are found in [OCCC Board Policy series 600](#). These policies were updated in October 2014. Additionally, the college follows [Oregon State Local Budget Law](#) for specific requirements regarding budget development, approvals, changes, transfers and borrowing. Overall, financial planning occurs on an ongoing basis, with an emphasis during the annual budgeting process, January through March. This process includes reviewing ongoing programs, identifying and analyzing new program requests, identifying programs that need to be discontinued due to low and/or declining enrollment or lack of funding, analyzing revenue trends (specifically for enrollment, tuition, and fees), identifying significant changes in expenditure requirements, and monitoring fund balance requirements.

Discussions related to financial planning occur throughout the college with the Board of Directors, management teams, labor relations teams, and staff input specifically during the budgeting process but also on individual topics as needs arise. Enrollment is a specific topic that is monitored and discussed at least quarterly during the first few weeks of each term. Programs impacted by significant grant funding are discussed whenever a major change is announced by the grantor. The state funding is reviewed quarterly as potential changes are announced by the State.

The Board of Directors receives a monthly update on the current expenditures, revenues, and reserves for all funds and how they relate to the current year budget as well as comparisons to the

prior two-year actual financials. State funding, specifically the Community College Support Fund (CCSF) and associated distribution formula is reviewed frequently particularly when potential changes are announced.

## **Standard 2.B Human Resources**

### **2.B.1 Qualified Personnel**

The employment of qualified personnel in numbers sufficient to support college operations and to serve students is essential. As of March 2015, OCCC employs 10 full-time faculty, 49 part-time faculty, 9 managers with supervisory responsibilities and approximately 20 support staff. These personnel are sufficient in numbers and qualifications to fulfill current responsibilities and achieve the college mission and goals. As part of ongoing review of operations, the college continues to assess the sufficiency of numbers of staff and their deployment to support growing the capacity of the college.

General information describing the college's hiring processes is available on the [Employment Opportunities \(HR\) website](#) and in the college's Hiring Procedures Manual published on the Human Resources website for internal use only. Faculty qualifications follow the standards of the contracting college. They [can be found here](#) and are co-located with PCC's [Faculty Qualifications](#) list. All newly hired faculty must meet the approved minimum requirements established for the type of courses taught (lower-division collegiate transfer, career and technical education, and developmental education). The collective bargaining agreement applicable to faculty also describes the professional duties that faculty are expected to perform.

Job descriptions for all other positions are also maintained by Human Resources and accurately reflect duties, responsibilities, and authority of the position. Human Resources works with managers and the deans to ensure job descriptions are up-to-date and that new faculty and staff are hired at pay levels commensurate with their skills, knowledge, abilities, and professional experiences.

### **2.B.2 Staff Evaluation**

Performance evaluation procedures vary by employee class. Administrators and other employees that are not covered via collective bargaining are evaluated according to College administrative rules. Faculty Article 21.B of the [faculty contract](#) identifies the agreed-upon methodology and timing of faculty evaluation. Classified employees are evaluated through the processes described in Article XII of the [classified contract](#).

Until the Fall of 2014, the completion of staff evaluations across employee categories had been intermittent (although one component of the faculty evaluation process has been regularly completed: Student course evaluations are conducted every term, at least once a year for each instructor and within the first term for each new instructor). In July 2014, President Ryslinge made performance evaluations a priority and directed that during 2014-15 all new employees would be evaluated on time, that all past due-evaluations would be completed, and that going forward all administrators and staff would be evaluated regularly in keeping with respective guidelines. That process is now underway.

*Supporting Documentation*  
[STAFF EVALUATION DATA](#)



### **2.B.3 Professional Development**

OCCC leadership regularly attends statewide community college meetings (monthly or quarterly) that represent functional areas including Oregon Community College Library Association (OCCCLA), Council of Instructional Administrators, Council of Student Services Administrators, Adult Basic Education directors and Council of Finance Officers and Human Resource directors, and Oregon Presidents Council. These activities heighten the effectiveness of each functional area of OCCC.

The college supports professional growth and development of faculty, staff, and administrators through a number of avenues. Management, faculty, and academic professional employees attend at least one college in-service day per academic year, which provides training in topics including but not limited to FERPA, copyright and ownership use, student disabilities and accommodations and Title IX. These college-wide in-service days provide a forum for participants to share best practices and ask interdisciplinary and interdepartmental questions in a collegiate setting. Faculty may request leave for educational programs and apply for funds to cover professional development expenditures. OCCC also pays dues for one professional membership for each full-time, three-quarter-time and associate part-time faculty (see Collective Bargaining Agreement 2013-2018).

In addition, OCCC hosts a variety of learning materials through the library including [Lynda.com](http://Lynda.com), an online database subscription of video tutorials to teach skills in software usage, development and management as well as additional creative, and business skills. Depending on available funds, the college offers faculty and staff college tuition waivers and tuition reimbursement. In September 2014, OCCC formed a working group to evaluate the current internal and external opportunities for professional development as well as potential opportunities for professional development in the future. Once a comprehensive inventory has been established, this working group will evaluate and determine what areas could benefit from additional and ongoing professional development. A detailed tracking system is being developed to record all professional development trainings and opportunities.

#### *Supporting Documentation*

[COLLECTIVE BARGAINING AGREEMENT: FACULTY PROFESSIONAL DEVELOPMENT TRACKING FORM](#)

### **2.B.4 Appropriately Qualified Faculty**

OCCC employs sufficient faculty to achieve its current educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs. For the 2013-2014 academic year, the college earned 548 FTE through courses taught by ten full-time or three-quarter time, and 49 adjunct, faculty members. The two CTE directors also have teaching responsibilities.

OCCC adheres to faculty qualifications as established by the PCC Subject Area Committees. These standards are based upon the Oregon Administrative Rule [\(OAR\) 589-008-0100](#), which defines faculty hiring standards as: "Teachers of lower division collegiate courses must include a master's degree in a subject area closely related to that in which the instructor will be teaching; however, in subject areas in which individuals have demonstrated their competencies and served in professional fields and in cases in which documentation to support the individual's proficiency and high level of competency can be assembled, the master's degree requirement may be waived at the discretion of the college president." OCCC follows these standards in hiring faculty. In addition, OCCC actively seeks out individuals with previous college teaching experience during the hiring process. Each faculty personnel file contains an approval form indicating how the person meets the hiring requirements along with official transcripts. OCCC is currently embarked on a strategic planning process. As the current educational objectives are reviewed and future objectives are developed the resources related to faculty positions will be examined and targets for the 2015-2020 period established.



### **2.B.5 Faculty Responsibilities and Workload**

Faculty workload is governed by Article V of the Faculty [Collective Bargaining Agreement](#). The college recognizes that full- and part-time instructors are professional employees and, as such, exercise judgment and discretion in their work hours to fulfill their professional responsibilities. The workload for full-time faculty may range from .90 to 1.15 of instructional FTE. The instructional workload for three-quarter-time faculty may range from .70 to .89 of instructional FTE. It is understood that full- and three-quarter-time instructors spend additional time, including time off campus and time outside the normal workday, to fulfill their professional duties. These duties may include undertaking activity that promotes and supports student success, such as mentoring students; College priorities and programs; faculty development; and other activities as directed by the Dean of Students and Instruction or his or her designee. The college expects all of these duties to be approached to effectuate the college's educational goals and mission, as determined by the college. Part-time faculty workload and professional duties are also governed by the faculty agreement. All faculty are required to remain current in their respective fields.

OCCC does not currently utilize faculty department chairs. The college is considering the addition of a faculty department chair role (which would cluster groups of related disciplines). This consideration includes discussion with CCI and the faculty representative body, AFT-Oregon Coast United Employees, Local 6020, AFT, AFL-CIO. Depending upon the outcome of this discussion, Oregon Coast may implement faculty department chairs beginning AY 2015-2016.

### **2.B.6 Faculty Evaluations**

The collective bargaining agreement of the faculty contract identifies the agreed-upon methodology and timing of faculty evaluation. Faculty have been evaluated using the established methodology and in a collegial and systematic manner, but not on a regular interval in all areas of instruction. In the summer of 2014, the president established a goal for 2014-15 of bringing all faculty evaluations current and maintaining regular evaluation and feedback to faculty. This process started in Fall term 2014, with new part-time faculty being evaluated first and then, during the academic year, all full- and part-time faculty who have not been evaluated within the past three years will be evaluated. As of the time of this report, 21 of 60 faculty have been evaluated.

The second part of this process is to convene an assessment review committee during 2015-16, composed of management and faculty to refine the assessment process and ensure that it is more systematic but in compliance with the faculty collective bargaining agreement.

Once completed, the evaluation process will include: specific timelines and criteria by which faculty are evaluated; utilize multiple indicators of effectiveness, each of which will be directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contain a provision to address concerns that may emerge between regularly scheduled evaluations; and provide for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution will work with the faculty member to develop and implement a plan to address identified areas of concern.

One component of the evaluation process that the Office of Instruction has regularly attempted is the process of receiving student course-instructor evaluations. These are conducted every term and at least once a year for each instructor and within the first term for each new instructor. Summarized results are shared with the faculty. [See Article XXI, pages 25-26.](#)

## **Standard 2.C Education Resources**

### **2.C.1 Appropriate Content and Rigor**

OCCC provides programs that are appropriate in rigor and consistent with its mission of equipping students for success by providing educational pathways through accessible and engaging programs. The college, with assistance from its current accrediting partner, identifies and publishes expected course, program, and institutional (degree) outcomes, and its credits and degrees are based on student achievement and generally reflect norms or equivalencies in higher education.

All OCCC Career and Technical Education programs have local advisory boards. These advisory boards comply with State of Oregon regulations that require advisory committees to assist in the development of career and technical education programs. The Council of Curriculum and Instruction (CCI) at OCCC and each CTE Program's Advisory Board reviews all degree and certificate curricula for appropriate content and rigor. All degrees and certificates are required to show clearly identified student learning outcomes.

All new and revised courses are initially presented to the CCI by the faculty and administrators representing the relevant instructional areas. Courses are reviewed and approved by CCI to ensure that curriculum meets OCCC and PCC standards and is consistent with the goals of instructional effectiveness and the college mission. OCCC courses are then added to the agenda for the course committee at the contracting college, PCC. OCCC faculty presents the new or revised course at the PCC [Curriculum Committee](#), which gives final approval. Once the contracting college approves a course, it is entered into the [OCCC catalog](#). With entirely new programs there is a more lengthy process that is outlined in standard 2.C.5. However the college's mission, values, and core themes are carefully considered when looking at the creation of a new program. The advisory committees and program faculty collaborate to ensure that the program addresses current business, industry, labor, and/or professional employment needs. Course outcomes for

[CTE Programs and](#) Courses at OCCC are regularly revised and updated by faculty and advisory committees. The advisory boards also assist OCCC in meeting the college's strategic themes by ensuring that the course outcomes provide program graduates with the rigor and breadth and depth of subject area content. This approach provides students with the greatest chance of success in their chosen field. Another method by which learning outcomes are measured is the annual analysis of the results of the National Council Licensure Examination (NCLEX) by nursing faculty. In January 2015 the Nursing and Health Occupations Advisory Board will be evaluating its purpose and mission to ensure that they are congruent with the college's revised mission and strategic themes.

The OCCC Transfer Advisory Board, formed in Spring 2014, is examining processes to ensure that the transfer pathways offered at OCCC are congruent with the mission and core themes of the college by engaging the faculty and staff. Eventually, the TAB would like to engage representatives of K-12 education; local business and industry; and community agencies and organizations. The interdisciplinary make-up of this advisory group ensures that student outcomes for the courses that make up the transfer degrees have the appropriate rigor and transferability.

## 2.C.2 Learning Outcomes

OCCC provides programs, whenever offered and however delivered, with appropriate content and rigor that are consistent with OCCC's mission and core themes. The college's education programs culminate in the achievement of clearly identified student-learning outcomes.

OCCC has established expected learning outcomes for all CTE Programs, including Nursing, Aquarium Science and Medical Assistant. These programs were recently approved by PCC, the college's accrediting partner, and are posted on the [OCCC website](#). The college publishes, and regularly updates, outcomes in the [OCCC College Catalog](#) and in Career and Technical Education program brochures, curriculum maps, advising guides, and career pathway curriculum maps. Program and course outcomes are also listed in the nursing, medical assisting and aquarium science student handbooks, which all students receive at the beginning of each program. Currently, for all other courses, degrees, and certificates, OCCC follows the expected learning outcomes and associated processes determined by PCC (see PCC's [Overview of Assessment of Learning Outcomes page](#)). Since July 1, 2014, OCCC faculty are members of the PCC SACs which have ownership of establishing and assessing learning outcomes at the course and program levels.

OCCC's academic standards require that course outcomes be listed on every syllabus. The expected outcomes apply regardless of where or how the course is offered or by what method the course is delivered. Course syllabi and learning outcomes are made available to students enrolled in the course or on request. They are also available to all faculty through the OCCC intranet site.

### *Supporting Documentation*

#### [CCOGS](#)

#### [OCCC AQS STUDENT HANDBOOK 2014-15](#)

#### [OCCC STUDENT NURSING HANDBOOK 2014-16](#)

#### [OCCC MEDICAL ASSISTANT PROGRAM HANDBOOK 2014-15](#)

#### [OCCC COLLEGE CATALOG 2014-2015](#)

#### [OCCC CURRICULUM MAPS](#)

## 2.C.3 Awarding of Credit and Degrees

All college credit and degrees at OCCC are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect accepted learning outcomes, norms, or equivalencies in higher education.

In keeping with Oregon Statute [351.009](#) and [341.009](#), Oregon Coast Community College, through the Intergovernmental Agreement with its contracting institution, PCC, offers the degree and certificate programs in recognized fields of study, consistent with the college's mission and core themes of enriching students for success and by providing educational pathways through accessible and engaging programs.

The various degrees and credits offered at OCCC are as follows:

### **Degrees offered at OCCC**

- [Associate of Arts Oregon Transfer \(AAOT\)](#) (90 credits)
- [Associate of General Studies \(AGS\)](#) (90 credits)
- [Associate of Science Oregon Transfer – Business \(ASOT\)](#) (90 credits)
- [Associate of Science Transfer Degree \(AS\)](#) (90 credits)
- [Associate of Applied Science \(AAS\)](#) with concentrations in
  - [Aquarium Science](#) (93 credits)
  - [Criminal Justice](#) (92 credits)
  - [Nursing](#) (91 credits)

OCCC defines these degrees in a manner consistent with colleges throughout Oregon and nationwide. Likewise, the program content for certificates of completion are also consistent with recognized fields of study (aquarium science, practical nursing, criminal justice and medical assisting).

#### **Certificates offered at OCCC**

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

#### **Career Pathways Certificates offered at OCCC**

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

The college's seven degrees and six certificate programs include sufficient and appropriate content and have clearly-stated learning outcomes. The rigor of these programs is ensured by assessments of curriculum and outcomes by various internal and external groups. The AAOT is accepted by the public colleges and universities in Oregon and by some Washington universities.

Transfer programs meet the needs of individuals seeking a university education. The aquarium science program serves the community, the aquaculture industry, and related businesses, and highlights local resources. The criminal justice, nursing, nursing assistant and medical assistant programs serve individuals through career development as well as the communities in which they live and work. These programs also meet the local business and community needs for qualified employees and educated citizens.

#### *Supporting Documentation*

[ACADEMIC PROGRAM AND SERVICES](#)

[OREGON REVISED STATUTE 341.009](#)

[OREGON REVISED STATUTE 351.009](#)

[ASSOCIATE OF ARTS OREGON TRANSFER \(AAOT\)](#)

[ASSOCIATE OF GENERAL STUDIES \(AGS\)](#)

[ASSOCIATE OF SCIENCE OREGON TRANSFER – BUSINESS \(ASOT\)](#)

[ASSOCIATE OF APPLIED SCIENCE \(AAS\)](#) with concentrations in

– [AQUARIUM SCIENCE](#)

– [CRIMINAL JUSTICE](#)

– [NURSING](#)

[CRIMINAL JUSTICE CORRECTIONS TECHNICIAN](#)

[NURSING ASSISTANT IN ACUTE CARE, DEMENTIA CARE, AND RESTORATIVE CARE](#)

## **2.C.4 Degree Programs**

All degrees and certificates include appropriate general education and related instruction to ensure breadth as well as depth of learning. Sequencing of courses is carefully considered to ensure optimum progression of learning and individual development for students. New degrees and certificates are vetted by OCCC's Council of Curriculum and Instruction (CCI), which reviews each submission for the appropriate breadth, depth, and sequencing of courses as well as synthesis of learning.

Career and Technical Education programs are developed by combining input from faculty, from CCI, and from advisory committees. This is designed to achieve a coherent, sequential curricular structure

of appropriate breadth and depth in knowledge and skills. The approval process for all degrees and certificates includes input and approval from PCC, OCCC's current accrediting partner, and is clearly outlined in standard 2.C.5. The breadth and depth of the programs match other regional schools, and the sequencing of courses is similar. Students from OCCC demonstrate academic success when they transition to four-year institutions. This indicates that they experience a synthesis of learning at OCCC that can be carried to higher levels.

Program quality, relevancy, and currency are consistently monitored by each department's faculty. Faculty in the career and technical areas carry out this oversight in collaboration with advisory committees—comprised of professionals in related fields.

Admission and graduation requirements for degrees and certificates are clearly defined and available for review by prospective and current students in the college catalog and the college website (Program Outcomes and Requirements). OCCC has an open admission policy, but has a clearly defined admission process for all limited-entry career and technical programs. Admission criteria for CTE programs are published in the college catalog. The college website includes program application packets for each career and technical program. OCCC transcripts indicate coursework based on the grading guidelines established by the college and its accrediting partner. Faculty members award grades based on accepted learning outcomes that are clearly laid out in the approved course outlines. Transfer coursework is transcribed according to agreed upon equivalencies, and grades are awarded based on student achievement.

Moving forward, OCCC will be working with general education instructors to implement consistent, rigorous assessments of content and outcomes across all general education courses. In addition, a review of all programs offered at OCCC will be done on a regular basis utilizing an interdisciplinary approach. This process has begun with the formation of the Transfer Advisory Board. This group has taken on the task of ensuring that the transfer degree pathways at OCCC are aligned with the mission, vision, and core themes of the college. It also works to ensure that the college is offering pathways that its students need and want. (Transfer Advisory Board Mission and Philosophy)

#### *Supporting Documentation*

[TRANSFER ADVISORY BOARD CHARTER](#)

[OCCC PROGRAM OUTCOMES AND REQUIREMENTS](#)

[OCCC ACADEMIC POLICIES](#)

[AQUARIUM SCIENCE PROGRAM](#)

[NURSING PROGRAM](#)

### **2.C.5 Faculty and Curriculum Development**

The OCCC faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of curriculum. This is done primarily through the PCC Curriculum Approval Process and the Council of Curriculum and Instruction (CCI) Committee, and by way of the curriculum development and change processes which are defined in Administrative Rules.

Since being established, the CCI (comprised of contracted faculty, the Director of Library and Media Services, Student Services staff members, the Associate Dean of Instruction, the Dean of Students and Instruction, the CTE Director of Human Services Careers, the CTE Director of STEM Careers, and the President, among others) has participated in all major curricular and academic decisions for OCCC, including design, approval, and implementation of curriculum.

All new and revised courses are initially presented to the CCI by the faculty and administrators representing the relevant instructional areas. Courses are reviewed and approved by CCI to ensure that college curriculum is consistent with the goals of instructional effectiveness and the college



mission. OCCC courses are put on the agenda for the course committee at the contracting college, PCC. OCCC faculty present at the PCC curriculum committee. Final approval for new courses and course outlines comes from the course curriculum committee at PCC. Once the contracting college, PCC, approves a course it is entered into [the OCCC catalog](#). Entirely new programs undergo a more lengthy process. Suggestions for new programs are first discussed at the Executive Team level, followed by an initial needs assessment and budget impact assessments. If those items indicate feasibility of the new program, OCCC would contact PCC to initiate discussion of new program development.

The OCCC faculty takes an active role in the selection of new full-time and part-time faculty and determining instructor qualifications. At least one contracted faculty member serves on most screening committees for a new faculty hire. Common practice is to have faculty representation during new faculty interviews. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. CTE faculty do this in conjunction with the CTE advisory boards. Faculty in non-CTE disciplines are beginning to integrate with the PCC SACs which have responsibility for determining student learning outcomes.

As OCCC continues its path toward independent accreditation, the process of assessing the effectiveness of the current CCI committee will be ongoing in order to determine whether the formation of a sub-committee focused just on curriculum matters, including the assessment of learning, is necessary. This group would then bring its recommendations back to the full committee. This is all part of the college's move toward increased shared governance.

*Supporting Documentation*

[OREGON COMMUNITY COLLEGES HANDBOOK & PLANNING GUIDE 2011  
COUNCIL OF CURRICULUM AND INSTRUCTION \(CCI\)](#)

### **2.C.6 Faculty and Library Resources**

OCCC faculty ensure that the use of the library and information resources is integrated into the learning processes in a number of ways. OCCC's librarians work collaboratively with instructional faculty to ensure that the collection, including physical and electronic resources, reflects the curriculum, and that instructional faculty are aware of all available resources. Librarians' outreach efforts to faculty are designed to ensure that faculty are aware of library resources. These efforts include announcements and presentations at CCI meetings, presentations at in-service events, a library developed and maintained [Faculty Services and Resources](#) website, and email or personal contact for faculty-requested resources.

Library faculty are also involved in several instructional efforts. They work collaboratively with instructional faculty to develop customized one-time instructional sessions for specific classes. In 2012-2013, for example, they taught 21 one-time sessions across two campus sites reaching 451 students. During these classes, library faculty show students how to access relevant resources and teach them how to search effectively. Additionally, OCCC library faculty offer a one-credit, online library research skills class each term, along with providing one-on-one reference instruction.

In addition to collaborative instructional sessions and the library's credit class, the library also provides online reference service to students via an [Ask a Librarian form](#) on the library website. Librarians have also been working with faculty to develop course-specific electronic resource guides and videos.

*Supporting Documentation*

[FACULTY SERVICES AND RESOURCES  
ASK A LIBRARIAN FORM](#)

### **2.C.7 Credit for Prior Experiential Learning**

Oregon Coast Community College adheres to the criteria of the contracting college for credit for prior experiential learning. At the time of this report, the process at PCC is for the department/discipline to determine whether they wish to allow the awarding of credit for prior learning/experience. If so, the PCC Registrar is involved to monitor the awarding of Credit for Prior Learning via the non-traditional credit standard in place at PCC. Granting credit for prior learning is done based upon evidence or experience that is documented by certifications, training, transcripts, course outlines/outcomes, or other credentialed experiences. The Non-Traditional Credit standard at PCC also allows that students who have established a transcript at Oregon Coast Community College and have participated in AP or IB programs in high school or have a documentation of military coursework or training, or Credit by CLEP, may be awarded non-traditional credit. Oregon Coast follows policies and procedures established at Portland Community College, OCCC's contracting college, for awarding non-traditional credit.

### **2.C.8 Transfer Credit**

OCCC adheres to the [Transfer Credit Standards and Processes](#) of PCC in accepting the transfer of credits from other accredited institutions. PCC also has final authority on the acceptance of transfer credits. Advising specialists provide students who anticipate transferring to a higher education institute with guidance as well as direct them to the [College website](#). Supplementing the procedural information is the listing in the college catalog of required courses for the Transfer Module and each Associate degree offered by OCCC .

OCCC has established several arrangements that facilitate the transition of OCCC students to four year colleges and universities. The Degree Program Partnership with Oregon State University enables students to co-enroll at both institutions through a single admission form. A co-admission program with Linfield College (McMinnvill, OR) for RN to BSN co-enrollment of OCCC nursing graduates enable these individuals to seamlessly pursue their baccalaureate degree. The articulation agreement with Oregon Institute of Technology's Applied Baccalaureate in Management enables Aquarium Science graduates to enter as a junior. OCCC also offers the Associate of Arts Oregon Transfer (AAOT) a degree recognized statewide, and which grants students junior status at Oregon public colleges and universities.

*Supporting Documentation*

[MOU – COADMISSION OCCC NURSING PROGRAM AND LINFIELD COLLEGE](#)

## **Undergraduate Programs**

### **2.C.9 Undergraduate General Education**

OCCC offers seven degrees: an Associate of Arts Oregon Transfer (AAOT), an Associate of General Studies (AGS), three Associates of Applied Science (AAS), an Associate of Science Oregon Transfer in Business (ASOT-BUS), and since affiliating with PCC, an Associate of Science Transfer (AS). The AAOT and AS are designed for students intending to transfer credits to a baccalaureate degree program, and the ASOT-BUS is for students wishing to transfer to a business program within Oregon. The Associate of General Studies degree is designed for students wishing to acquire a broad education, rather than pursue a specific college major or career technical program. Because of the flexibility of this degree, it may not fulfill requirements for transfer to a four-year institution. The AAS is for students in career and technical education programs. At OCCC, students can pursue an AAS in Aquarium Science, Criminal Justice, and Nursing.

All OCCC degrees have a core of general education courses. These courses are distributed across the major general education divisions, including the arts and humanities, social sciences, and science and mathematics. In totality, this core provides an integrated course of study that helps students



develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.

The general education requirements for the various associate degrees at OCCC are as follows:

#### [Associate of Arts Oregon Transfer](#)

- Writing: 8 credits
- Oral Communication: 4 credits
- Mathematics: 4 credits
- Arts & Letters: 12 credits
- Social Science: 16 credits
- Science/Math/Computer Studies: 16 credits

#### [Associate of Science Oregon Transfer in Business](#)

- Writing: 8 credits
- Mathematics: 13 credits
- Computer Applications: 4 credits
- Oral Communication: 4 credits
- Arts & Letters: 12 credits
- Social Science: 16 credits
- Science/Math/Computer Studies: 16 credits

#### [Associate of Science Transfer](#)

- Writing: 8 credits
- Math: 4 credits
- Arts & Letters: 7 credits
- Social Science: 7 credits
- Science/Math/Computer Studies: 7 credits
- Health: 3 credits

#### [Associate of General Studies](#)

- Writing: 4 credits
- Math: 4 credits
- General Education: 16 credits

#### [Associate of Applied Science in Aquarium Science](#)

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

### Associate of Applied Science in Criminal Justice

- Writing: 8 credits
- Math: 4 credits
- Oral Communications: 4 credits
- Social Science: 16 credits
- Science: 4 credits
- General Education: 4 credits

### Associate of Applied Science in Nursing

- Writing: 8 credits
- Math: 4 credits
- Social Science: 8 credits
- Science: 16 credits

OCCC offers one-year certificates in Aquarium Science and Practical Nursing. Both certificates have a nucleus of general education and/or related instruction that address communication, computation, and human relations including issues of diversity. The Aquarium Science certificate contains 50 hours of computation, 50 hours of communication, and 60 hours of human relations. The Practical Nursing Certificate contains 80 hours of computation, 140 hours of communication, and 125 hours of human relations. As a contracting college OCCC follows the PCC [standards for Related Instruction](#).

The career and technical programs have advisory committees that meet regularly. These committees aid the programs in remaining relevant and meeting industry standards. In preparation for affiliation with PCC for accreditation, all the unique OCCC technical education courses, degrees, and certificates were reviewed and approved by the PCC Curriculum Committee and the Degree and Certificate Committee. They have been submitted to and approved by the Oregon Department of Community Colleges and Workforce Development (ODCCWD) and the Higher Education Coordinating Council (HECC).

#### *Supporting Documentation*

[AQS RELATED INSTRUCTION WORKSHEETS](#)

[NUR RELATED INSTRUCTION WORKSHEETS](#)

### **2.C.10 Identifiable and Accessible Learning Outcomes**

The transfer associate degree programs offered at OCCC (AAOT, AS, ASOT Business) have identifiable and assessable learning outcomes, which align with [those established by PCC](#). The learning outcomes encompass the general education components of communication, computation, science, the humanities, and social science including cultural diversity. These learning outcomes are clearly documented in the OCCC college catalog and [college website](#). Despite the adoption of the PCC transfer degree learning outcomes prior to the adoption of the revised OCCC mission, strong alignment appears between the learning outcomes and the revised OCCC mission. As written, the learning outcomes appear to align well with OCCC's mission to equip students for success in their educational pathways and enrich the economic and civic vitality of the community. The extent of alignment with mission will be further considered over the next year. Through continued growth and development, OCCC will, over time, develop the structures and capacity to assume full responsibility for identifying and assessing learning outcomes for transfer degrees.

#### *Supporting Documentation*

[OCCC TRANSFER DEGREE LEARNING OUTCOMES](#)

[AQS RELATED INSTRUCTION WORKSHEETS](#)

## **2.C.11 Related Instruction**

As a contracting college OCCC follows the PCC [standards for Related Instruction](#). At OCCC all applied degree and certificate programs contain related instruction with identifiable outcomes. The related instruction is provided either through blocks of specialized courses or embedded within the applied courses. The learning outcomes in the related instruction courses support the programs outcomes as do the outcomes in the embedded instruction.

OCCC offers three applied degrees; an AAS in Aquarium Science, an AAS in Criminal Justice, and an AAS in Nursing. For these associate degrees, the 16 or more credits of general education/discipline studies provide for the related instructions as described in section 2.C.9. OCCC offers two certificate programs of greater than 45 quarter credits; a certificate in Aquarium Science and a certificate in Practical Nursing. Both certificate programs have identifiable and accessible learning outcomes for communication, computation and human relations that are provided through related embedded instruction.

Instructor qualifications for courses that are used for “stand-alone” related instruction are specified by the program or discipline offering those courses, and are not identified as qualifications specifically for related instruction. Faculty qualifications for courses with embedded related instruction include qualifications to the specific related instruction area. OCCC follows PCC policies for instructor qualifications when hiring faculty to teach the related instruction.

*Supporting Documentation*

[AQS RELATED INSTRUCTION WORKSHEETS](#)  
[NUR RELATED INSTRUCTION WORKSHEETS](#)

## **2.C.12 – 2.C.15 Graduate Programs**

Not applicable.

## **Continuing Education and Non-Credit Programs**

### **2.C.16 Continuing Education**

The college’s mission is supported by credit and non-credit education programming, including non-credit programs through the Small Business Development Center (SBDC) and Community Education. The OCCC mission states it will “enrich the economic and civic vitality of Lincoln County.” In 2014, the SBDC will help enrich the county’s economic vitality through the delivery of an estimated 1,100 hours of counseling to more than 200 local business owners. In 2013, the SBDC counseled 179 clients and helped create 30 jobs and retain 41 jobs in the county. Both small business and traditional community education classes support and advance the college’s core themes:

#### **Core theme: equip students for success**

1. Evidenced by continuing education offerings in various disciplines providing tools for students of all ages to succeed in the workforce, and through community partnerships with organizations such as the Newport Rotary Club, with which the college has repeatedly presented a series of workshops for jobseekers.

#### **Core theme: provide educational pathways and supports**

1. Evidenced by an assortment of series offerings in small business management, such as beginning and advanced QuickBooks instruction for accounting and a lineup of progressive social media marketing courses.
2. Evidenced by a variety of continuing education courses provided to lifelong learners in subjects ranging from foreign language to birding, and from music to investing.

#### **Core theme: responding to needs of our diverse community**

1. Evidenced by community education courses specific to the needs and interests of our

community, from tsunami-threat awareness and disaster preparedness, to tide pool exploration in the intertidal zone.

**Core theme: Enrich economic and civic vitality of Lincoln County and beyond**

1. Evidenced by professional training and services provided to meet specific needs of local businesses and organizations, and by economic development partnerships like that between the college and the [Lincoln City Urban Renewal Agency](#), which provides scholarships to deliver small business instruction to local businesses.

*Supporting Documentation*

[CATCH THE WAVE WINTER 2015 SCHEDULE / SPRING 2015 SCHEDULE](#)

**2.C.17 Academic Quality of Continuing Education**

The [Basic Skills](#) Department follows a tightly prescribed process of pre- and post-testing of participants as part of federal grant-funding requirements. Instruction is delivered using whole class demonstrations, lectures, collaborative projects and discussions, and guided practice with opportunities for small group and individualized learning. The OCCC general fund supplements the federal Workforce Investment Act (WIA) and Title II grants. Personnel regularly attend Adult Basic Skills training offered by the State.

Course outlines for non-credit classes include course description, student learning outcomes, principle mode of instruction and contact hours. Each outline is approved before being archived in the Office of Instruction. Instructors confer with the Dean of Instruction to develop course outlines. Depending on the type of course evaluated, each student-completed evaluation is reviewed by the Community Education Coordinator or the SBDC Director and feedback given to the instructor. These documents are archived with the Community Education coordinator or with the SBDC.

All SBDC courses, programs and workshops incorporate ongoing and robust quality control that includes quarterly advisory group meetings and course evaluations, which are completed by each participant at the end of every SBDC class. The [Small Business Development Center's](#) Small Business Management (SBM) program provides traditional classroom instruction as well as one-on-one counseling to clients throughout academic year. The resulting data is reviewed by the program director and instructors, helping determine how subsequent sessions can be more effective and efficient.

**2.C.19 Non-Credit Instruction Records**

The SBDC's small business courses and programs are listed on its [website](#). The site features a catalog of the current term's courses and course descriptions. The catalog is also available each term on the OCCC website. Descriptions of SBDC courses, as well as attendance records, are also maintained in "CenterIC," a cloud-based database shared by all Small Business Development Centers in Oregon. The same enrollment data are gathered from non-credit and credit course participants.

Each non-credit, community education course offered by OCCC has its own course outline, which documents the intent of the course as well as the learning outcomes. The method of delivery is also identified on the course outline. OCCC's information management system (SharkNet) tracks and archives information such as: individual student records, non-credit (and credit) courses enrollment, course outlines, and contact hours for students in the ESOL program.

## Standard 2.D Student Support Resources

### 2.D.1 Learning Environments

OCCC offers programs and services to support an effective learning environment. The majority of students at OCCC attend face-to-face classes at three sites. Each classroom is equipped with a technology podium and has sufficient space for collaborative learning and interactive experiences. Online and hybrid courses are also offered.

Students attending any of OCCC's locations enter into facilities that promote learning in a safe physical setting. Students have access to support services such as tutoring, study skills assistance, library and media services, individual and group study rooms, public computer stations, wireless internet access at all sites, university quality science labs as well as state of the art laboratories that support skill building in the Nursing & Health Occupations and Aquarium Science programs. A new Career and Transfer Readiness Center is currently being created at the Central County Campus. While the above services are available at the Central County Campus, not all services are yet available at the North County Center and services are limited at the smallest site in South County.

The student experience begins with the online application process. New certificate/degree-seeking students then take the [COMPASS placement test](#) and participate in a mandatory New Student Orientation. These small group orientations focus on providing an academic orientation to college as well as first-time advising and assistance in using the online registration system. New students are strongly advised to enroll in the [College Survival and Success Course \(CG 100\)](#). The college is in the process of determining how to implement mandatory enrollment in this class. End of the term surveys suggest students definitely benefit from the class. The student success strategies taught in this class are reinforced across the curriculum as they are integrated into many of OCCC's programs.

Students also have access to disability resources, financial aid counseling, and study skills assistance. A new AmeriCorps position is focused on building capacity for veteran students and dependents and a student steering committee has been formed.

OCCC has implemented a variety of high impact practices to facilitate student success and completion. Placement testing, advising, and orientation are all mandatory and pre-requisites are enforced. There is no late registration. Faculty and Student Services advisors utilize [mid-term academic progress reports \(MAPs\)](#) to provide students with feedback and recommendations. Free tutoring is readily available. Last year, OCCC began its focus on developmental education re-design to facilitate student acceleration through this part of the curriculum. A new model has been implemented for dev ed reading and writing. The math department has implemented three new initiatives: a new placement rubric for recent high school graduates, a week long jump start class targeted at those who scored into the lowest math class, and a day-one in-class verification test to better ensure that students are correctly placed.

Fall 2014 the college implemented a new initiative, "[Pay Your Way to Success](#)." Essentially, all students must have a financial plan in order to maintain the courses they have registered for and to start classes week one. Data suggests this was very effective. Student Services staff created an explanatory video placed on the college website as well as implemented a comprehensive communication plan for students and the college community.

A workgroup is currently developing a new initiative – creating an engaging, mandatory placement-test-preparation module.

*Supporting Documentation*

[COMPASS PLACEMENT TESTING](#)

[COLLEGE SURVIVAL AND SUCCESS COURSE \(CG 100\)](#)

[MIDTERM ACADEMIC PROGRESS REPORT \(MAP\) FORM](#)

[PAY YOUR WAY TO SUCCESS](#)

## **2.D.2 Student Safety & Security**

OCCC makes adequate provisions for the safety and security of its students and their property at all locations where it offers programs and services through a variety of measures. Given the size of the college and its sites, it has not as yet been necessary to employ dedicated safety staff. The Newport and Lincoln City sites are located within city limits and therefore rely upon the city police forces for security needs. The Waldport campus is located in an area serviced by the Lincoln County Sheriff's department. For the main site in Newport, the college contracts with [TCB Security Services, Inc.](#) to do after hour door checks, closing duties and respond to all after hour alarm calls.

The college monitors the campuses to maintain a safe and comfortable atmosphere. Key areas of buildings are monitored by closed-circuit cameras, and assigned key cards open secure doors. First aid kits and fire extinguishers are located in accessible locations for the use of both employees and students. Automatic Electric Defibrillator (AED) units are also available at each campus.

The college has an [admissions policy related to registered sex offenders](#) on the college website. Lincoln County parole officers are aware of this policy, explain admissions restrictions to their clients, and communicate with the Dean of Students and Instruction as necessary. In the future, the Dean of Students will send memos to Lincoln County parole officers annually, reminding them of the college admissions policy regarding registered sex offenders. The security policies serve to ensure the safety and security of OCCC students and their property. As a small, rural, non-residential college, most security depends on the cooperation and support of the students, faculty, and staff.

OCCC complies with all federal requirements by preparing and publishing an annual security report as directed by the [Higher Education Opportunity Act](#) and the [Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act](#). These statistics are available upon request from the office of [Facilities Safety and Security](#).

As required by the [Higher Education Opportunity Act](#) and the [Jeanne Clery Disclosure of Campus Security Policy](#), OCCC has endeavored to provide prompt warning and notification and alerts of immediate threats to the health and safety of student, staff and visitor of the campus community. OCCC uses a variety of methods to contact people, including email notices, campus public address system, phone messages and electronic message boards, which can display specific messages.

Emergency procedures are broadcast on message boards. Existing plans are available in the office of the Director of Facilities Safety and Security, and the college is in the process of reviewing and updating all of its emergency action plans.

### *Supporting Documentation*

[TCB SECURITY SERVICES, INC.](#)

[ADMISSIONS POLICY: REGISTERED SEX OFFENDERS](#)

[HIGHER EDUCATION OPPORTUNITY ACT](#)

[JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT](#)

[OCCC FACILITIES SAFETY AND SECURITY](#)

## **2.D.4 Program Elimination**

In the event of program elimination or significant change in requirements, OCCC follows the process established by the Oregon Department of Community Colleges and Workforce Development (ODCCWD) when suspending or deleting a program as outlined in the Oregon Community Colleges Handbook and Planning Guide: Program Amendments, Suspensions and Deletions (CTE). In the rare event of program elimination, OCCC provides affected students with reasonable provisions to complete their course of study. The intended program closure is communicated to advising specialists, affected students and faculty, and the community, through individual meetings and public notice.



Advisors individually evaluate the transcripts of all students with a declared major in that program and work closely with the students, the Dean of Students and Instruction, and PCC to develop teach-out plans for students to ensure students who wish to continue with the program are able to access the necessary courses to complete their degrees. A time limit is set according to the program requirements, but normally ranges from two to three years. Teach-out plans can include independent study, guaranteed non-cancellation of courses, and support for distance education courses to allow a student to transfer necessary credits. After a teach-out plan has been created, academic advisors help students understand and take the necessary steps to complete degrees and certificates. It is the goal of OCCC to provide needed courses in order to allow students to complete their programs with as little disturbance as possible.

*Supporting Documentation*

[OREGON COMMUNITY COLLEGES HANDBOOK & PLANNING GUIDE 2011: PROGRAM AMENDMENTS, SUSPENSIONS AND DELETIONS \(CTE\)](#)

### **2.D.6 Eligibility Information for Licensure and Entry Into Professions**

Educational programs at OCCC are supported by publications that are available on the web, are accessed through the college catalog and via department brochures. These publications are regularly reviewed for accuracy. Programs with closed or selective entrance requirements include: Nursing, Aquarium Science, Medical Assistant, Nursing Assistant, Emergency Medical Services, and Criminal Justice Programs. These departments regularly update their publications with input from program directors and advisory boards regarding the unique skill sets needed for employment and career advancement.

Discipline-specific advisory committees help to identify changes in the profession that may affect employment, or which might alter the potential for professional advancement. These findings are communicated to prospective and current students. OCCC's catalog includes information on national and state eligibility requirements for licensure or for entry into the careers related to OCCC degrees and certificates. Clear descriptions are provided for each career and technical degree and certificate. Career and technical departments ensure that links to Oregon Labor Market Information System (OLMIS) are included on each website.

The academic content—course sequences, for example, for the limited entry programs are outlined using curriculum maps that indicate starting points, degree, certificate, and career pathway options. The Nursing, Aquarium Science, Medical Assistant, and Criminal Justice programs were revised during the summer of 2014, during the approval process as OCCC transitioned to PCC as the accrediting partner.

*Supporting Documentation*

[AQUARIUM SCIENCE PROGRAM](#)  
[NURSING PROGRAM](#)

### **2.D.7 Records Retention**

OCCC fully complies with the [Family Educational Rights and Privacy Act \(FERPA\)](#) requirements regarding student record confidentiality. The college complies with the Privacy [policies of the contracting college](#) regarding the release of student information and, therefore, has no directory information. Students who wish to have any information from their student records disclosed to a third party must submit a signed release of information form. The OCCC data management system (SharkNet) allows for viewable student records by authorized users. If a release of information is on file, this is annotated in a student's electronic record and a hard copy of the release is kept in the records room in Student Services.



Regular and temporary employees, as well as student workers are trained regarding FERPA compliance. The most recent training occurred at the college-wide Fall in-service in September 2014. In addition, general information about FERPA and release of information is included each year in OCCC's Student Handbook, which is distributed to students at new-student orientation and each term at student-oriented events.

OCCC utilizes scanners and a secure FTP account to transmit official transcript information to the contracting college. The scanners purchased by OCCC are compatible with imaging systems when the college is ready enhance its processes. At this time scanned records are archived on a server and the original document is filed in the records room in Student Services. Student paper files are stored in locking file cabinets in a secured, staff-only records room in Student Services at Central County Campus. The hallway that leads to the records room has no unsupervised public access. OCCC complies with federal and state records retention requirements.

Four years ago OCCC transitioned from paper to electronic student files. All electronic student data is automatically stored on disk arrays in secure locations, providing reliable and retrievable backup of student records.

*Supporting documentation*

[PCC PRIVACY POLICIES](#)

[FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT \(FERPA\)](#)

## **2.D.8 Effective and Accountable Financial Aid Program**

OCCC, as part of its contractual agreement follows the contracting college's federal financial aid policies and procedures. The two colleges work closely regarding federal financial aid issues and communicate regularly by email, phone, videoconference, or face to face meetings. The OCCC [Financial Aid](#) website informs students about the financial aid application process and deadlines. When students are admitted to OCCC they receive access to the contracting college's student portal, myPCC. Within that portal, students have access to comprehensive information about their financial aid through the [paying for college](#) page and are directed there to complete additional requirements to receive access to and maintain eligibility for financial aid funds. Student Services staff, including a full-time Financial Aid Specialist, assist students in navigating these processes. OCCC staff also attend regular training events and meet via teleconference with staff at the contracting college to insure compliance with policies and procedures and insure effective communication between colleges and consistent messaging to students.

Historically OCCC's student loan default rates have been absorbed within the contracting college default rates. While this will continue for federal reporting purposes, starting in 2015 PCC will provide OCCC with OCCC student default rates so the college can monitor and as needed, address this critical area.

Prospective students are served through OCCC's relationship with staff in Lincoln County high schools and includes participation in College Application Week, outreach events to include financial aid nights at local high schools and a [College Nights](#) event at the college, and a FAFSA preparation event sponsored by OSAC as part of [College Goal Oregon](#).

In addition to information about Federal Financial Aid and consistent with the OCCC mission, student needs, and institutional resources, OCCC informs current and prospective students about institutional resources available to finance their education ([Scholarships](#)). The OCCC Foundation offers the [Serve, Earn, and Learn \(SEAL\) Scholarship Program](#), an endowed service learning scholarship, as well as the [Oregon Coast Scholars program](#), which provides a renewable, full-tuition scholarship to local high school students graduating with a 3.5 or greater cumulative grade point average. OCCC

also maintains a small grant-in-aid fund to assist students with emergency needs that cannot otherwise be met with other funds.

*Supporting documentation*

[FINANCIAL AID](#)

[PCC PAYING FOR COLLEGE](#)

[SCHOLARSHIPS](#)

[SERVE, EARN AND LEARN \(SEAL\) SCHOLARSHIP PROGRAM](#)

[OREGON COAST SCHOLARS PROGRAM](#)

### **2.D.9 Student Loan Program**

OCCC students for the purposes of federal financial aid are considered the contracting college's students and thus are integrated into the contracting college's loan default rate. OCCC adheres to all of the contracting college's financial aid policies, and procedures including repayment obligations. Financial Aid recipients who are borrowers must complete the Department of Education's online Loan Entrance Counseling annually. Graduating students who received assistance through the Direct Loan program complete the Department of Education's online Exit Counseling, or are mailed the exit interview packet.

OCCC recognizes the importance of financial literacy to student success and has conducted a pilot of a financial literacy course. This year OCCC will implement an individualized financial literacy workshop to a group of students participating in the Connections Program. OCCC's long-term goal is to implement a mandatory financial literacy course for all students.

OCCC intends to adopt, wherever feasible, best practices and materials developed by PCC through its [FLAIR project](#): Financial Literacy and Access to Improved Resources. This PCC initiative, sponsored by a Title III Strengthening Institutional Programs (SIP) grant, was created to improve student access to college-related finances and information.

### **2.D.10 Academic Advisement**

OCCC has two highly qualified, experienced academic advisors who provide academic guidance to all OCCC certificate/degree-seeking students, including those enrolled in the limited entry Career and Technical Education programs. Both advisors are members of the [National Academic Advising Association \(NACADA\)](#), which provides them with up-to-date resources and the ability to stay current in their field.

Advising requirements and responsibilities are defined, published and made available to students in the student handbook as well as on [the college website](#). Advising at OCCC is mandatory. The OCCC data management system (Sharknet) offers an advising module that allows advisors to manage each student's ability to register. Advisors can individually set the number of terms for which a student may register without meeting with them. For example, a new student who placed into one or more developmental education classes might be required to see an advisor each term in order to be cleared for registration, while a more experienced student may be cleared for an entire year once an academic plan is developed and agreed upon. Advising notes are entered into this same system for effective tracking of discussions and decisions.

Advising for students new to college is delivered at small group New Student Orientation (NSO) sessions facilitated by both advisors. Students sign up for a two-hour session after they have completed the [COMPASS placement exam](#). The first hour of the NSO is an academic orientation that includes, for example, an explanation of pre-requisites, course sequences, the study-time formula, recommended college-work ratio, and the college syllabus. The second hour is focused on prescribed

advising based on placement test scores. NSO's take place in a computer lab so that students may register after they are introduced to the college website and understand the process of on-line registration. Subsequent advising sessions are one-on-one appointments with advisors.

Advising is offered at the Central County Campus as well as the North County Center. Each advisor meets with the Dean of Students and Instruction weekly for staff updates regarding student needs. Recently OCCC advisors have been added to the advisor list serve of the contracting college and report that they are regularly receiving useful information. During spring 2015 OCCC students will have access to a degree audit system that will better facilitate their understanding of degree and graduation requirements and assist in the completion agenda. The Dean of Students and Instruction has discussed with advisors the possibility of a case-management model for those students identified as "most at risk."

*Supporting Documentation*

[NATIONAL ACADEMIC ADVISING ASSOCIATION \(NACADA\)](#)  
[COMPASS PLACEMENT TEST](#)  
[OCCC WEBSITE](#)

## **2.D.11 Co-Curricular Activities**

The [OCCC mission](#) states that the college will provide educational pathways, support, and accessible programs – and that the college will enrich the economic and civic vitality of its county and beyond. The four core themes reflect these aspects of the mission. College co-curricular activities are consistent with these.

Each year OCCC offers students the opportunity to participate in [Associated Student Government](#), [PTK Honor Society](#), [Student Nurses Organization \(SNO\)](#) and [Sea Fans](#) (students with aquatic interests). College sponsors are also available for [Psychology Club](#), [Chess Club](#), and [Triangle Club \(LGBT\)](#). These clubs are activated whenever there is adequate student interest.

[ASG](#), [PTK](#), [SNO](#), and [Sea Fans](#) sponsor a variety of events and charitable drives throughout the year, both individually and jointly, which engage many students at the college. For example, the Red Cross blood drive, Project Homeless Connect, AQS seafood barbeque, AGS Fall barbeque, Foster Teen Holiday Drive, PTK/Library used book sale, etc. Many of these activities take place in the student commons and the adjoining patio, which allows for engagement with students outside of club members. OCCC also encourages students as well as faculty and staff to contribute to [Waves Literary Journal](#), the annual publication that features the work of students, faculty, and staff and culminates with a publication party at the end of the academic year that is open to all. Students also have the opportunity to enjoy concerts provided by the OCCC chorus each term in the student commons at the Central County Campus.

Both the OCCC Central County Campus as well as the North County Center are community hubs for meetings, lectures, and events. Students have the opportunity to be exposed to a variety of things, from Devils Lake Water Improvement District water testing in the North County science lab to the "Save Our Coast Guard Helicopter" meeting that was standing-room-only at the central campus.

*Supporting Documentation*

[OCCC ASSOCIATED STUDENT GOVERNMENT](#)  
[PTK HONOR SOCIETY](#)  
[OCCC STUDENT NURSES ORGANIZATION \(SNO\) CONSTITUTION](#)  
[SEA FANS](#)  
[PSYCHOLOGY CLUB](#)  
[CHESS CLUB](#)  
[TRIANGLE CLUB](#)

## STUDENT ACTIVITIES AND ORGANIZATIONS

### WAVES LITERARY JOURNAL

#### **2.D.12 Auxiliary Services**

OCCC operates [“Your College Store”](#) at its main campus. This is a combination book store and food service facility. The campus is distanced from local services so this is the main resource for food, drinks, and snacks. It is also the primary source for textbooks.

The “YCS” enhances the learning environment by its location within the college building, ease of access to students, support in procuring resources needed by students for class and home. All staff and students are encouraged to provide input and feedback, which has been used to improve the facility over the last three years.

*Supporting Documentation*

[“YOUR COLLEGE STORE”](#)

[OCCC STUDENT NURSES ORGANIZATION \(SNO\) CONSTITUTION](#)

[OCCC STUDENT NURSES ORGANIZATION \(SNO\) BOARD MEMBER JOB DESCRIPTION & DUTIES](#)

#### **2.D.13 Intercollegiate athletics and other co-curricular programs**

No Intercollegiate athletics are currently offered at OCCC. [Associated Student Government \(ASG\)](#) does have a budget and the institution’s Chief of Finance and Operations works with the ASG treasurer to ensure compliance. Active ASG officers are offered a tuition waiver for three credits per term. Officer activity level and the tuition-waiver award is monitored by the ASG advisor. This funding is incorporated into the student’s financial aid package in the same manner as other types of outside funding (e.g. scholarships). When adjustments to other financial aid are necessary, every effort is made to preserve students’ grant funding and reduce loan borrowing.

*Supporting Documentation*

[OCCC ASSOCIATED STUDENT GOVERNMENT](#)

#### **2.D.14 Distance Learning Identity Verification**

The college does not currently employ a single, uniform identity verification process for students enrolled in distance education courses. Instead, instructors use varying methods of identification verification, including one-on-one sessions, which may be in person or through video conference. During these sessions, instructors check in with students and gauge progress and comfort with materials presented to date. Rigorous identity checks are in place for those students taking proctored tests at OCCC locations and partner institutions.

The college is engaged in an assessment and review of its Information Technology systems, and will begin to implement changes in 2015, including deployment of effective identity verification processes for the college’s various online course offerings.

## Standard 2.E Library and Information Resources

### 2.E.1 Appropriate and Sufficient Library Resources

In support of the Student Success, Supported Pathways, and Responsiveness core themes, OCCC Library is a member of [Chinook Libraries Network \(CLN\)](#), a consortium of three academic and three public libraries in Oregon. Through that membership, students have access to the collections of all Chinook libraries, allowing OCCC librarians to focus on maintaining a current collection that is directly aligned with the college's programs. Materials from network libraries are delivered via courier services. Additionally, OCCC students, faculty and staff have access to materials from libraries across the nation through OCCC's interlibrary loan service. Through this service, many articles are available in one day, sent via email. Physical materials arrive by mail or courier.

The library strives to serve the entire college community through its collections and services. In addition to the library's physical collection of books and media, the collection includes online articles, streaming media, and ebooks with records and links in the catalog, making them accessible from any computer at any time. Currently, the library provides students, staff and faculty access to forty-eight online databases. To accommodate further faculty-specific needs, the library provides an [online purchase suggestion form](#) on its main website as well as from the [Faculty Services and Resources](#) website. The library also provides a circulating collection of devices, including digital cameras, headphones, laptops and projectors, and a variety of adapters and cables. Students who cannot afford textbooks to have access to reserve copies in the library. Items on reserve are supplied by instructional faculty.

*Supporting Documentation*

[CHINOOK LIBRARIES NETWORK \(CLN\)](#)  
[LIBRARY PURCHASE SUGGESTION FORM](#)  
[FACULTY SERVICES AND RESOURCES](#)

### 2.E.2 Library Planning

OCCC Library uses a variety of data sources to inform decisions and planning activities. The library depends on these traditional quantitative sources to track usage trends. Such sources include consortium-generated statistics, local usage statistics, interlibrary loan (ILL) data, and vendor-generated database usage statistics. In support of the core theme of Student Success, librarians also manually track instructional session data. The library regularly reports elements of this data to the [National Center for Educational Statistics \(NCES\)](#) and the [Association of College and Research Libraries \(ACRL\)](#).

Librarians also conduct informal surveys of students and faculty to help make changes and guide planning. An example of such a survey is one developed in 2014 around social media usage, which showed that more than 90 percent of OCCC students use Facebook but not Twitter. In support of the core theme of Responsiveness, librarians have included [library instruction](#) and [materials purchase request](#) forms on the library's website and on the [Faculty Services and Resources](#) website. Many times, however, faculty members simply request services or materials by directly contacting a librarian, who then documents and appropriately routes the request.

*Supporting Documentation*

[NATIONAL CENTER FOR EDUCATIONAL STATISTICS \(NCES\)](#)  
[ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES \(ACRL\)](#)  
[INFORMATION LITERACY PRE-ASSESSMENT SURVEY](#)  
[LIBRARY INSTRUCTION REQUEST FORM](#)  
[LIBRARY PURCHASE SUGGESTION FORM](#)  
[FACULTY SERVICES AND RESOURCES](#)

### **2.E.3 Teaching Library Skills**

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

In support of the core theme of Student Success, OCCC Library's primary focus is to enhance information and media literacy skills of students through instructional opportunities and informational resources. OCCC Librarians continually work with faculty to provide instruction and support for students in the physical classroom in the form of collaborative instruction sessions (called one-shots) tailored to the course assignment. Supporting the core theme of Responsiveness, the library has developed a [Library Instruction Request](#) form for faculty to use when requesting instruction sessions.

OCCC Librarians work collaboratively with online faculty to create custom-tailored resource guides, such as the [Math 20 libguide](#). OCCC Librarians create and publish website learning objects such as [video tutorials](#) on the library website, to which both online and hybrid instructors can link. In Fall 2013, OCCC Library began offering a one-credit, online research skills course to complement the one-shot offerings and reach students who may not get a research assignment in another class. In the library and the Commons area, librarians provide instruction and support to students one on one. The library provides an [Ask a Librarian](#) form, which students, staff and faculty can submit to get online librarian assistance.

*Supporting Documentation*

[LIBRARY INSTRUCTION REQUEST FORM](#)

[MATH 20 LIBGUIDE \(SAMPLE\)](#)

[RESEARCH SKILLS VIDEO TUTORIAL \(SAMPLE\)](#)

[ASK A LIBRARIAN FORM](#)

### **2.E.4 Library Resources, Evaluation and Protection**

OCCC librarians regularly review library and information resources for adequacy, currency, quality and utilization. Print acquisitions are scrutinized prior to purchase utilizing traditional tools such as bibliographies and reviews. The library acquires electronic resources through statewide licensing arrangements, library consortia negotiated pricing, or directly through a vendor. While cost is a major factor, the library nonetheless strives to provide the highest quality electronic resources to meet curricular and student needs. For example, a few years ago, the library determined that a new package of electronic databases from a statewide contract was inferior to the product from a previous contract. Though the library offers the new databases (provided at no cost by the state library) it joined with another group of libraries to negotiate a contract for a more valuable and useful product.

The Library's [collection development policy](#) aligns resources to curriculum, and faculty are regularly queried regarding their resource needs. Materials found to be no longer current or not utilized are weeded out of the collection. The five-year review cycle for the entire physical collection has been in progress and was nearly completed as of the end of 2014. OCCC librarians also evaluate resources using holdings data, circulation data, cataloguing data, and interlibrary loans data, as well as access and usage data for online collections, all of which are reported through [NCES](#) and [ACRL](#) surveys. Security of material library resources is achieved through inventory control, visual sighting, and video monitoring.

*Supporting Documentation*

[OCCC MISSION](#)

[STANDARDS FOR LIBRARIES IN HIGHER EDUCATION](#)

[NATIONAL CENTER FOR EDUCATIONAL STATISTICS \(NCES\)](#)

[ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES \(ACRL\)](#)



## Standard 2.F Financial Resources

### 2.F.1 Financial Stability

The Board of Directors adopted an internal [budget policy](#) for maintaining a 15% reserve in the general fund. This level of reserve was attained in FY 2012-13 and continues to be maintained for the [FY 2014-15 budget](#). Financial resources are budgeted to maintain this reserve. Excess funds above the 15% are moved into a strategic reserve for major projects.

Budget development ensures that future and long-term liabilities, such as the retirement funds and union contracts, are reviewed and addressed annually. All budgets are monitored carefully throughout the year to ensure that spending does not exceed revenues, and/or budgets are legally adjusted if excess funding (such as additional grant funds) is received.

Risk management for the general fund is primarily monitored through careful attention to the primary revenue sources (enrollment, taxes, and state funding) with expenditure budgets being monitored so they do not exceed these resources.

*Supporting documentation*

[OCCC COLLEGE BUDGET POLICY  
2014-2015 ADOPTED BUDGET](#)

### 2.F.2 Resource Planning and Development

Resources are continually monitored. [Budgeted revenues](#) from enrollment and taxes are conservative allowing for potential reductions. When the actual revenues are recorded, expenditure budgets are checked to ensure they do not exceed revenues. Grant funds are estimated at the time the budget is set, based on actual numbers known from grant documents, estimates from conversations with grantors and applications. Once the actual grants are awarded and received, budgets are reviewed to ensure spending matches the revenues. Donations and other non-tuition revenue sources are reviewed at budget time to look at trends, future impacts, and use of funds. Budgeting for these types of revenue is very conservative.

*Supporting documentation*

[2014-2015 ADOPTED BUDGET](#)

### 2.F.3 Financial Planning Policies, Guidelines, Processes

A [budget calendar](#) is prepared in the fall, with primary budget development starting in January of each year. The budget calendar includes public dates and times for a state mandated budget committee consisting of community members and board members. These [meetings](#) are published in the local newspapers as well as on the OCCC website. Public, students, and staff are encouraged to attend these meetings. The initial budget development includes primary budget managers. Salary and benefit planning includes discussions with the two staff unions (faculty and classified staff). The college President meets with all interested staff prior to the Board budget meetings to review discussions and seek input.

*Supporting documentation*

[OCCC BUDGET CALENDAR 2015](#)



#### **2.F.4 Timely and Accurate Financial Information**

The college uses an accounting system that follows generally accepted accounting principles and includes procedures for appropriate internal controls. These systems, including internal control methodologies, are annually audited by an external auditing firm.

#### **2.F.5 Capital Budgets**

The current capital budget reflects the spending requirements for the very last portion of previous bond issues and other capital funding. This budget currently is for equipment that was identified in the original capital spending plan. There is no future new capital spending planned. The college has placed a request for funding for preventive maintenance projects that tie directly into the mission and core themes, specifically by maintaining buildings in order to: provide accessible buildings, up-to-date technology and other equipment, and buildings that continually support student success.

#### **2.F.6 Auxiliary Enterprises**

The only auxiliary enterprise within the college is the [“Your College Store”](#) which is a combination book store and food service facility. The operation of the YCS is designed to make a profit with an annual contribution for maintenance and upkeep for the YCS, as well as providing an annual contribution back to the [General Operating Budget](#). The YCS has been in existence for only three years and is currently operating at a slight profit. The college did receive a contribution to the General Operating Budget in the second year of service.

*Supporting documentation*

[“YOUR COLLEGE STORE”](#)  
[2014-2015 ADOPTED BUDGET](#)

#### **2.F.7 External Financial Audit**

The college retains an external, independent auditing firm to provide [annual audits](#). These audits are performed in October of each year, with a report back to the Board of Directors at the December Board meeting. All audits and reports meet the timelines outlined by the State of Oregon. Copies of the audit reports are published to the general public on the [OCCC website](#). There have been no audit findings or management letter issues for several years.

*Supporting documentation*

[OCCC ANNUAL AUDITS](#)  
[OCCC WEBSITE](#)

#### **2.F.8 Fundraising**

Institutional fundraising at OCCC occurs through the OCCC Foundation, a separate 501(c) 3 organization. The Foundation Board and staff work closely with the college President and the elected Board of Education to raise funds for college priorities aligned with the college mission. The general fund of the college provides office space, equipment, materials and supplies, staff salaries, and other operational expenses. All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements associated with fundraising activities for the college. Financial statements and activities are reviewed annually by an external audit firm. The Foundation has had clean (no findings) financial audits for several years.

The Foundation Board and Executive Director are working closely with the college President and the elected Board of Education to review the existing documentation between the Foundation and the college. In the past year, the Foundation Board reviewed and revised [Board Bylaws](#), and developed a Board Role Description, Conflict of Interest and Confidentiality Agreement. The college and Foundation Board Chairs, the college President, and the Foundation Executive Director have begun the necessary work to expand upon the current [OCCC Foundation Investment Policy](#) to create a clear and effective contract between the two entities, following best practices available through the [Council for Resource Development](#). After review by College and Foundation Counsel, both Boards expect to finalize and approve the contract by mid-2015.

*Supporting Documentation*

[INVESTMENT POLICY 2004](#)

[COUNCIL FOR RESOURCE DEVELOPMENT](#)

[FOUNDATION CONFLICT OF INTEREST](#)

[FOUNDATION CONFIDENTIALITY AGREEMENT](#)

[FOUNDATION BYLAWS](#)

[FOUNDATION BOARD MEMBER ROLE DESCRIPTION](#)

## **Standard 2.G Physical and Technological Infrastructure**

### **2.G.1 Physical Infrastructure**

OCCC is a small, rural coastal community college consisting facilities in Newport, Waldport and Lincoln City. Campus construction took place from 2007-2011 with capital raised through a local General Obligation bond and State of Oregon capital construction matching funds. The central campus (Newport) is located on 20 acres of newly developed timber land in the South Beach area. Approximately five of the 20 acres have been developed at this location. The central campus houses the main campus structure (77,677 sq. ft.) and the Aquarium Science Building (9,274 sq. ft.). The [Aquarium Science facility](#) houses the college's unique program in aquatic animal husbandry. The building is equipped with an animal holding laboratory, a teaching lab, a food prep area and a water quality/animal health lab. Infrastructure allows for the storage and circulation of water of different salinity and temperature. These features support student learning by enabling students to care for a wide array of fishes and invertebrates. Each facility was engineered and constructed to Leadership in Energy and Environmental Design (LEED) Silver standards by meeting energy efficiency and indoor air quality criteria.

The North center, in Lincoln City, encompasses 25,025 sq. ft. and has undeveloped property for future expansion. The facility is strategically situated near Taft High School. This location supports a considerable enrollment of Taft students in OCCC courses at North center. The South center, in Waldport, is adjacent to Waldport High School, and Crestview School (Elementary and Middle School). The 4,200 sq. ft. building sits on property that has capacity for expansion of both the building and parking. The South center supports the local community by housing programs in Allied Health (Emergency Medical Technician, Medical Assistant and Certified Nursing Assistant).

*Supporting Documentation*

[AQUARIUM SCIENCE FACILITY](#)

## **2.G.2 Hazardous and Toxic Waste Materials**

OCCC adheres to a rigorous set of procedures – its own as well as those of various regulatory agencies – in order to responsibly manage and maintain compliance with the use, storage, and disposal of toxic materials. The college has policies regarding OR-OSHA safety training, chemical hygiene policy, personal protective equipment, asbestos removal and remediation, Oregon Department of Environmental Quality, MSDS/Right-To-Know, and compliance with the Oregon state fire marshal.

The facilities director manages adherence to Occupational, Safety and Health Administration (OSHA) regulations and the inventory and posting of Materials Safety Data Sheets (MSDS). OSHA posters are posted in prominent locations such as mailroom, staff lounge and photocopy rooms. OCCC makes every effort to meet the LEED recommendation that cleaning agents of a sustainable nature are primarily used, thus reducing the need for handling or disposing of toxic products. OCCC adopted an Integrated Pest Management policy, which encourages the initial use of non-hazardous compounds and to progress to using hazardous compounds only when other products have proved to be ineffective (Integrated Pest Management Policy). As hazardous new compounds are identified, practices and documentation will be reviewed and modified as appropriate. Where needed new practices for Hazardous and Toxic Waste Materials will be developed. The Facilities Department is adopting a practice of including future review dates as part of any documents as a way to ensure systemic review and currency.

*Supporting Documentation*

[INTEGRATED PEST MANAGEMENT POLICY](#)

## **2.G.4 Equipment**

OCCC acquires, upgrades, maintains and replaces equipment to ensure excellence and enhance student learning. This equipment supports institutional functions and fulfillment of the college mission and achievement of intended outcomes. Classrooms feature robust A/V systems, and the college's cutting-edge facilities include nursing sim labs, fully equipped science labs – one constructed as recently as August 2013 – and specialized equipment and labs in the Aquarium Science building.

Equipment requests are part of the college's budgeting process and are overseen by the CoFO. Facility equipment is overseen and maintained by the Facilities Director. Local contractors and trained technicians are periodically hired to conduct routine and preventative maintenance on equipment (i.e. plumbing, electrical, heating, ventilation and air conditioning (HVAC), fire prevention systems, security systems, emergency systems, etc.) when required. Additional services are contracted and managed by the Facilities Director to maintain specialized equipment, custodial services, after-hours security and landscape/grounds maintenance.

Safety and emergency related equipment is well stocked, up-to-date and overseen by the Facilities Director and guidance of the college's Safety Committee. AED units and first aid kits are readily available in designated, appropriate locations at each college facility.

## **Technological Infrastructure**

### **2.G.5 Technology Systems and Infrastructure**

The Information Technology (IT) environment is overseen by the Chief of Finance and Operations (CoFO) and managed and maintained by the college's outside service vendor, Oregon Coast Technology (ORCOTECH). ORCOTECH is responsible for the maintenance, support and control of the network infrastructure and all its related equipment. Equipment replacement and regular updates to the network and its workstations are scheduled and handled by ORCOTECH. In addition, they

provide the help desk function to the end users. During the summer of 2014, a variety of improvements were made to the college's IT environment, the most significant of which was the upgrade of the network wireless equipment and implementation of a managed, load-balanced Wi-Fi system in order to enhance the students' computer experience in the Common Area. Improvements were also made to the college's lecterns, study room computers and many of the testing computers and the Oregon Coast Community College Foundation made possible the purchase of new workstations to replace the many XP-based machines that were still in use by the Administrative staff throughout the college.

The college's technology infrastructure is undergoing extensive evaluation with an eye towards making improvements that will better serve the evolving needs of students, faculty and administration. The goal is to implement current and emerging technologies and software that will best enable the college to fulfill its mission and the functions of management, operations, support services and academic programs. To that end, the college recently contracted an outside information technology expert to assess the current technology environment and to provide recommendations. The assessment process took into consideration input from a variety of staff regarding the strengths and weaknesses of the IT environment as it related to their areas.

Consideration of the consultant's recommendations has been integral to developing short and long-range strategic plans that incorporate a unified vision regarding technological priorities so as to ensure the future health of the college. The implementation of a redesign based on the consultant's report began in early 2015.

## **2.G.6 Training and Support In Effective Use of Technology**

Currently, the college supports the end-users of technology and technology systems through these primary means.

- The college contracts with [ORCOTECH](#) to provide the help desk function. ORCOTECH assigns a project manager for the college along with frequent on-site presence of 1-2 ORCOTECH staff at the Newport Central Campus, and visits to the two other sites as needed.
- The CoFO is the systems administrator for all software.
- Support for online learning, including the LMS, is provided by staff of the Department of Library and Media Services.
- The college subscribes to Lynda.com for on-demand online technology training.

The college's recent IT assessment, which included consideration of the current levels of training and support for users, revealed that some end users were frustrated with the available levels of support. Additionally, sufficient levels of training had not been provided as new technologies have been introduced. Using the results of the IT assessment, the college is redesigning its approaches to IT design to enhance supports and training. These changes began in early 2015, as noted above.

*Supporting documentation*

[ORCOTECH](#)  
[MOODLE](#)

## **2.G.7 Technology Infrastructure Planning Process**

Major technology initiatives, including investment in infrastructure updates and expansion, are reviewed with the college's leadership team (AMG) for feedback and prioritization. Historically, the college has accessed external expertise in planning major technology initiatives. When the current IT infrastructure was planned for the new college facilities built in 2008-2010, the IT planning team included an IT architectural consultant and designer who was also part of University of Oregon's IT

staff. More recently, managers were included in the needs assessment and plan development for the installation of a new, centrally controlled wireless system for all three college sites in the summer of 2014.

Technology initiatives that affect end-user tools are reviewed with representative groups of the affected user group. For example, in 2008-09, ease of use was end users' primary concern for classroom equipment. Several vendor demonstrations to faculty and staff, and the resultant feedback, led to the selection of state of the art A/V media equipment, including projectors, computers, document cameras, DVD players and speakers installed in all classrooms at all three OCCC sites. Consistent with the college's core themes of student success and supported pathways, OCCC librarians provide appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology, at the time of new faculty orientation, at annual in-service activities and monthly CCI meetings, and, often, at the point of need. All of these interactions also serve as opportunities for input from end users.

### **2.G.8 Technology Update and Replacement Plan**

Current technology infrastructure was planned and implemented in association with the building of the new college facilities at the three sites (Waldport, Newport and Lincoln City) between 2009 and 2011. During the summer of 2014 the internal review of all college operations revealed a need to revisit readiness of the college to expand technology-based functions such as online learning, technology mediated instruction, and various support functions. The findings of the college's recent external review of technological infrastructure will be critical as the management team works to develop a new five-year technology update and replacement plan.

#### *Supporting Documentation*

Devmecca Final OCCC Technology Report (hard copy available upon request)

## Chapter Three: Planning and Implementation

### Executive Summary of Eligibility Requirements 22 and 23

#### 22. Student Achievement

[Learning outcomes](#) for all the colleges' degree and certificate programs are identified and published on the college website, in the college catalog, and in student handbooks for individual education programs. In regards to regular and ongoing assessment to validate student achievement of outcomes, OCCC is moving away from an environment of sometimes uneven and occasionally anecdotal assessment of student learning outcomes, towards a well-documented, consistent, and college-wide system for assessment of student learning. At this time, programs are at various stages in their assessment of learning outcomes. The [Career and Technical Education Programs](#) have clear assessment plans and outcome measures. For the general education transfer degrees, the primary assessment at this time is the measurement of course-level learning outcomes. This will progress to development of program-level outcome measures over the next year. In spring of 2014, a [Transfer Advisory Board](#) was formed to move this project forward.

#### 23. Institutional Effectiveness

A primary focus at Oregon Coast Community College is student achievement. Numerous mechanisms are in place to evaluate student outcomes, instructional programs, and college services. OCCC currently collects and reports on a variety of data measures on institutional effectiveness, student experiences and outcomes. These data are reviewed and considered by administration, faculty and staff in a variety of settings (Board meetings, Council of Curriculum and Instruction monthly meetings, college In-Service events). Going forward these measures will serve as a foundation upon which to build a systematic institutional planning process.

Over the next two years, OCCC will establish a more systematic planning system that consistently utilizes data to improve programs, services, instructional activities, technology choices, and ultimately to set future institutional priorities. Oregon Coast Community College is committed to enhancing the institutional planning process using data to both help set institutional goals and evaluate the extent to which the college achieves its goals. Integral to this change has been the revision of the college mission, the adoption of core themes, and the in-progress identification of indices of mission fulfillment tied to the core themes.

### Standard 3.A Institutional Planning

#### 3.A.1 & 3.A.2 Strategic Planning: Mission and Core Themes

Oregon Coast Community College recognizes that its core themes, core values and strategic plan are interrelated means to supporting its mission: "At Oregon Coast Community College we equip students for success by providing educational pathways and supports in response to the diverse needs of our community. Through accessible and engaging programs, we enrich the economic and civic vitality of Lincoln County and beyond." A comprehensive planning process at OCCC began in the summer of 2014. Going forward, planning at the college will occur on three levels: mission and strategic plans approved by the board of education, which provides the overarching framework for the college; strategic direction and institutional initiative planning at the college leadership level; and planning at the department or unit level.



The current cycle of planning for the college began in the latter part of 2013 when a Mission, Vision, Values Task Force (MVVTF) was created to lead the college community in the review and strengthening of the college's mission statement (last reviewed in 1997). The task force conducted focus groups with internal and external constituencies to provide input regarding their expectations and hopes for the college. By Spring of 2014 a draft form of revised Mission, Vision and Values were developed. The new college president, Dr. Birgitte Ryslinge, was hired in June of 2104 and over the summer worked with the Board of Education to further refine the Mission, Vision and Values, and to provide guidance in the identification of core themes. During the early part of the Fall term, when faculty were again available, the president worked with an appropriate constituencies (the full college at Fall In-Service, the original MVVTF, and the CCI) to finalize the college's new mission statement, vision, values and core themes. These were approved and adopted by the college's board of education in October 2014. OCCC's eight core values of accountability, collaboration, excellence, inspiration integrity, learning, sustainability, and equity serve as guiding principles throughout planning and implementation as tied to the college mission. The core themes of student success, supported pathways, responsiveness, and vitality represent the diverse educational needs in support of the community. With the mission and core themes in place, the college is now in a position to develop and institutionalize ongoing, purposeful, systematic, integrated, and comprehensive planning that will lead to fulfillment of its mission.

### **Operational Planning**

In August 2014, the leadership team began developing operational improvement plans for the college, adopting a charter on September 16, 2014 which identified student success and leading the college to independent accreditation as its mission. Team norms, values and meeting guidelines were established for regular leadership team meetings. The leadership team committed to devoting fifty percent of each meeting for college planning.

Intended outcomes of operational planning were to:

- Identify opportunities for improvements in current operations
- Build capacity for implementation of strategic planning
- Ensure all aspects of NWCCU's Eligibility Requirements for Candidates for Accreditation and Accredited Higher Education Institutions are fulfilled at the appropriate levels prior to filing with NWCCU for applicant status.

This process began by each area manager completing a responsibility assessment of his or her function within the college. This functional assessment outlined the key responsibilities identified by each director, the priorities for the department, the relevant risks associated with the particular area of responsibility along with any exposure the college may experience from these risks. Area managers were asked to be intentionally broad in identifying gaps, considering not only immediate and/or compliance gaps but also those gaps leading to inefficiencies or missed opportunities.

The leadership team then convened for an off-site retreat on August 21, 2014 where managers shared all gaps, and as a team merged and prioritized the individual lists using a metric that included legal compliance, accreditation standards, and capacity for mission fulfillment. This process lead to the construction of a gap project matrix identifying more than 70 areas from which operational plans for improvement would be based.

Among the areas listed in the gap project matrix, eleven planning categories that had impact across multiple functional areas were identified as key areas for developing holistic and integrated action plans. Eleven Planning Teams were established, each with at least two team leads assigned from the leadership team and relevant OCCC staff.

1. Faculty, Staff, Student Engagement
2. Personnel Assessment
3. Community & Positive Work Environment
4. Board Policy Updates
5. Administrative Regulations and Compliance
6. Accuracy & Consistency of all Public Information
7. Emergency & Crisis Response
8. College Relations & Community Engagement
9. Technology Planning
10. Professional Development
11. Institutional Effectiveness, Planning & Assessment

Each team has been tasked with constituent engagement, and to develop a Charter and Work Plan with a mission statement, plan objectives, linkages/connectivity to the risk matrix numbers and NWCCU accreditation standards, and the activities identified to reach the objectives with ownership and timelines. The work involved with completing these individual area work plans is underway and at various levels of completion with the most essential expected to be in place and substantially addressed by the end of the 2014-15 year. In order to capture the scope of this entire body of work, an [Operational Master Plan](#) Reference has been created. The master planning reference encompasses each identifiable work planning group at the college using a comprehensive work breakdown structure. The purpose for each team, team members, stakeholders, required outcomes and identified target dates for completion are included. The priority for each outcome along with linkages to accreditation standards criteria, dependencies upon outcomes from other teams, and status towards completion establish a way for tracking and communicating the overall operational plan.

Based on information gained during the retreat and constituent feedback, President Ryslinge also engaged external consultants to specifically examine the functional areas of Information Technology and Human Resources, and has since made operational improvements based on those findings.

The leadership team was dubbed “OC3” for the initial retreat and planning stages. In January 2015, the President transitioned the leadership structure from the OC3 configuration to two new groups: an Executive Team (ET) of the six managers who report directly to the President, along with a larger, All Managers Group (AMG), as noted in 1.B.2.

All documentation regarding the planning process for the college’s operational plans are posted to a common drive and shared amongst the leadership team and appropriate constituencies. As plans are further developed and processes are implemented as a result, the college will make transparency and availability of the information to appropriate constituencies internal and external to the college where useful via the college website, posted documentation, routine gatherings and established communication channels.

#### *Supporting Documentation*

[OC3 OPERATIONAL MASTER PLANNING REFERENCE](#)

[OC3 LEADERSHIP TEAM NORMS CHARTER](#)

[OC3 PLANNING TEAMS CHARTERS](#)

[OC3 GAP PROJECT MATRIX](#)

[OC3 PLANNING TEAMS TABLE](#)

### **3.A.3 Comprehensive Planning Process**

The majority of the data measures described here are already collected and impact planning as described in Chapter Four: Effectiveness and Improvement. With the adoption of the new mission and

core themes, and initial strategic planning the college can now develop a much more integrated and comprehensive planning process, as is described below.

The Board adoption of the recently revised mission, vision and core themes in October 2014 lays the groundwork for the strategic planning process. Work in this area will include the establishment of institutional outcomes and expected performance levels, all within the framework of mission fulfillment. The development of a strategic plan will provide a strong focus and foundation as the college moves to a more holistic and systematic approach to planning and assessment. It is intended that the Board adopt the core themes and associated objectives as Board Institutional goals, with a regular cycle of reporting on progress. The reports would include (to be determined) key performance measures that include outcome data and are process oriented. It is intended that data be used to inform the strategic planning cycle both in development and in evaluating progress toward goals. These would include items such as institutional benchmarks, student success indicators, environmental and economic trends, financial analysis, human resources data, and core theme indicators (to be determined). The college's existing commitment to evidence-informed decision making is demonstrated through the retention of a college Data and Research Assistant along with the participation in various internal and external reporting systems (i.e. State Achievement Compacts, IPEDS, CASE grant, SENSE and CCSSE student engagement surveys). In addition, through participation in Achieving the Dream, the college participates in reporting tools that provide access to year-over-year student progression and completion data by cohort and demographics. This information is used to evaluate the impact of student success interventions, which have been identified as part of the college's core themes. Metrics identified for each core theme will provide a means to analyze and evaluate fulfillment of OCCC's mission.

### **3.A.4 Planning for Resource Allocation and Institutional Capacity**

The budget for 2014-2015 was developed with the following framework:

- Reduce the overall cost of a student FTE.
- Contribute to the goals of Oregon's 40/40/20 to create a highly educated citizenry by 2025 by supporting student progression and completion.
- Be accountable to both students and taxpayers through Achievement Compacts.
- Budget-neutral goals for Career and Technical programs.
- Collective Bargaining Agreements in place, and
- Prepare for the independent accreditation process.

With a comprehensive planning process currently underway, it is the intention of the college to develop strategic directions to better guide budget and long-range financial planning, emergency plans, governance council plans, and other planning efforts. The work generated and implemented through the college operational plan and related planning teams support the college mission and core themes. Long-range planning processes are expected to involve broad-based representation and participation from stakeholders and subject matter experts across campus and the community, including the college governance system. The Board of Education has adopted the new mission and core themes and is currently reviewing the high-level outcomes for the Strategic Plan (see Five Big Ideas). Upon the formal adoption of the Strategic Plan, the Board will use the Strategic Plan to set Board Institutional goals, with a regular cycle of reporting on progress, which in turn will lend to a unified and consistent informed process regarding resource allocation and application of institutional capacity.

### **3.A.5 Contingency Planning**

The college has an [emergency plan](#) covering fundamental fire, health and safety issues. Potential emergencies detailed in the plan include power failure, fire, armed intruder, suspicious packages or persons, earthquake and medical emergencies. Other aspects of the plan include the restoration of essential services, continuity of operations and loss recovery and public notifications. Certain of these latter aspects currently remain under development as part of OCCC's ongoing emergency preparedness planning effort.

Basic business continuity features were designed into the Main Campus in Newport, the Aquarium Science Building and the Lincoln City center. These include emergency generators and battery backup systems for emergency lighting and network operations. Important computers are either on these backup systems or connected to smaller uninterruptable power supply units to allow additional run time. Part of our long-range planning in selecting a permanent LMS is to ensure that our learning platform, over time, is utilized by all courses, whether face to face or delivered online. This approach will allow for continued access for students in the event a facility-based disruption.

The college's email system is hosted by Google and can be accessed by any mobile device or outside network in the event of a catastrophic power failure affecting one or more College facilities. Backup power systems detailed above provide WiFi and network access for extended periods during power outages at larger OCCC facilities.

*Supporting Documentation*  
[EMERGENCY PLAN](#)

## **Standard 3.B Core Theme Planning**

### **3.B.1 Core Themes Consistent with Comprehensive Plan**

The core themes were recently approved by the board in conjunction with the revised mission in October 2014. At the time of this report, the college is in process of establishing objectives for the four core themes, as well as identifying meaningful, assessable and verifiable indicators of achievement. Participants in this process include the college's Achieving the Dream Core Team, the Council for Curriculum and Instruction, and the All Managers Group. It is the goal of the constituents involved in the process of planning core theme objectives and indicators that each core theme is aligned and consistent with the college's comprehensive plan and guides the selection of its programs and services.

### **3.B.2 Planning Alignment with Goals and Intended Outcomes**

The four core themes have been established at OCCC. As OCCC moves forward to develop implementation plans for each theme it will select and clarify how specific college programs and services support the themes. The college will also set parameters for gathering and using data to analyze and evaluate the outcome of those programs and services as they related to the core themes.

An example under core theme two, “Provide educational pathways and supports”, would include pathways from high school through completion of the college’s nursing program. It would encompass such services as the CNA1 class for high school students, the Expanded Options program in which the School District pays tuition and fees for college courses, coordination between Nursing faculty and both high school and college advisors, and academic planning materials for students. As students move into the nursing program it would involve the nursing curriculum, advising and financial aid services, clinical and internship experiences with local employers, and skill assessment at the college and by national licensing boards. OCCC has measures to evaluate the efficacy of many aspects of these programs and services, but more will be developed and a systematic framework with regular reporting of the outcomes will be implemented.

### **3.B.3 Planning Informed by Data**

As covered in Standard 1B, OCCC has only recently identified and adopted core themes, in conjunction with adoption of the revised college mission. Consequently, the college is at the very start of establishing a core theme planning process. The Core Themes Mapping document shows draft objectives for each core theme, which at the time of this report are still under consideration by the college community. The mapping document also identifies core theme data points, many of which are already collected and used in planning by the college as part of various frameworks such as Achieving The Dream and Oregon Achievement Compacts. These prior planning efforts and collection of data were used to evaluate achievement of the goals or intended outcomes of those programs and services.

The core theme framework, with objectives and appropriately defined data, together will enable the college to assess the accomplishment of core themes individually, and mission fulfillment when considered in totality. Institutional planning processes at OCCC which include the monitoring and review of core theme objective results will be tied into the development of operational plans and initiatives in all the college departments and programs.

#### *Supporting Documentation*

[ACHIEVING THE DREAM \(ATD\) OVERVIEW REPORT](#)

[ACHIEVING THE DREAM \(ATD\) BENCHMARK YEARS 2010-2012 IMPLEMENTATION YEAR AND YEAR ONE 2013-2014](#)

[ACHIEVEMENT COMPACT FOR 2011-2012 ACTUAL TO 2013-2014 TARGET](#)

[ACHIEVEMENT COMPACT FOR 2013-2014 ACTUAL TO 2015-2016 TARGET](#)

## Chapter Four: Effectiveness and Improvement

### Standard 4.A Assessment & Improvement

#### 4.A.1 Systematic Data Collection

Oregon Coast Community College assesses and documents its achievement by collecting data on a number of indicators. Some of the data is specific to individual programs or grants, while other data takes a broader look at college operations and is used to measure overall progress and improve programs and operations. As noted in Standard 1.B.2, at the time of this report, the college is in process of establishing objectives for the recently established core themes, as well as identifying the corollary meaningful, assessable and verifiable indicators of achievement. Part of this process will be to align current data-collection systems discussed below.

OCCC regularly collects data about the student experience. The college participates regularly in the SENSE (Survey of Entering Student Engagement) and the CCSSE (Community College Survey of Student Engagement) surveys. These surveys measure student engagement in the first three weeks at the school and again in the third term. These are national surveys so OCCC can compare its data to all colleges, other small schools, Oregon schools, etc.

For the past three years, OCCC has been a member of the Oregon [Achieve the Dream \(ATD\)](#) collaborative; collecting and analyzing longitudinal cohort data on entering fall term students. Data on student remedial completion, gatekeeper course completion, persistence from term to term and year to year, and degree completion is collected, analyzed, and reported annually. ATD coaches meet twice a year with the college ATD team to assist in promoting best practices for student completion and achievement.

The college also collects, examines, and set goals based on data collected for the Oregon Achievement Compacts. The achievement compact data is derived from regular enrollment data submitted to the state. It includes the following annual measures: number of GEDs, Certificates, and Associate Degrees earned, number of students transferring to a four-year institution, percent of students who complete developmental writing and math, number of students who earn 15 and 30 credits, number and percent of students who pass a national licensure examination, number of students dually enrolled in Oregon high schools, and number of students who transfer to an OSU school.

OCCC also collects data specific to awarded grants. As a recipient of a Perkins grant, the college's CTE programs collect and analyze data on technical skill attainment, academic skill attainment, certificate and degree completion rates, student retention, transfer, and placement rates, and non-traditional enrollment and completion by gender in gender dominated fields. These data are used by faculty and staff to plan program curriculum, scheduling, or staffing changes and also to seek additional resources for the programs.

As a participant in the Oregon CASE grant, funded by the US DOL, OCCC gathers and assesses cohort data on student retention, completion of certificates and degree, industry certificates and licenses, and employment, employment wage data, and employment retention on all its CTE students. This data is used by faculty and staff to plan program interventions and improvements, particularly in the areas of employer engagement and cooperative work experiences for students.

Additionally, OCCC surveys graduates of its CTE programs on an annual basis, the surveys gather data students perceptions of the adequacy of their preparation for the employment field, the length of time after graduation until employment was achieved, wages, benefits, full vs. part-time employment, value of each class in the curriculum in terms of preparation for the workplace, and suggestions for program improvement. Faculty and staff review the results of the surveys and use the information for program planning and improvement.



*Supporting Documentation*

[OREGON POST-SECONDARY PERKINS REPORT 2012-13](#)

[SURVEY OF ENTERING STUDENT ENGAGEMENT \(SENSE\) MAIN SURVEY BENCHMARK REPORT 2011](#) [SURVEY OF ENTERING STUDENT ENGAGEMENT \(SENSE\) MAIN SURVEY BENCHMARK REPORT 2013](#) [SURVEY OF ENTERING STUDENT ENGAGEMENT \(SENSE\) SMALL SCHOOLS BENCHMARK REPORT 2011](#) [SURVEY OF ENTERING STUDENT ENGAGEMENT \(SENSE\) SMALL SCHOOLS BENCHMARK REPORT 2013](#)

[ACHIEVING THE DREAM \(ATD\) OVERVIEW REPORT](#)

[ACHIEVING THE DREAM \(ATD\) BENCHMARK YEARS 2010-2012 IMPLEMENTATION YEAR AND YEAR ONE 2013-2014](#)

[ACHIEVEMENT COMPACT FOR 2011-2012 ACTUAL TO 2013-2014 TARGET](#)

[ACHIEVEMENT COMPACT FOR 2013-2014 ACTUAL TO 2015-2016 TARGET](#)

[COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT \(CCSSE\) BENCHMARKS 2012](#)

[COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT \(CCSSE\) BENCHMARKS](#)

[2014 COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT \(CCSSE\) BENCHMARKS 2014 - OREGON CONSORTIUM](#)

#### **4.A.2 Systematic Program Evaluation**

OSCC evaluates its programs and services using a variety of measures. In an effort to measure student engagement and support services to students, the college has administered both the SENSE and CCSSE surveys over a number of years. Two and a half years ago, the college became part of the Oregon small school Achieve the Dream (ATD) Consortium and began to examine longitudinal cohort data. OSCC also examines data prepared for HECC, CCWD, and ODE such as Oregon Key Performance Measures, Achievement Compacts, and Perkins and Title II performance Indicators. OSCC reviews retention, persistence, and completion rates in numerous program areas and reviews results of OSCC students on state and national licensure examinations. The college library tracks students the success of students, as measured by GPA, of students who have received instruction on information literacy. In addition, the college surveys graduates and employers with significant numbers of OSCC graduates and reviews transfer rates and performance of OSCC students at four year colleges and universities.

Faculty members, through their participation in the advisory committee meetings, departmental meetings, and the Council for Curriculum and Instruction, play an active role in the development of program outcomes for OSCC's unique career and technical education programs (Aquarium Science, Medical Assistant, and Nursing). They also play a significant role in developing the measures for evaluation of those educational programs and services. Faculty members review student progress towards meeting the outcomes each term and at the end of every academic year, using a variety of measures. The evaluation results are used in planning program revisions. Measures include skill assessment, student evaluations, student progression, student completions, employer evaluations, NCLEX reports and licensure rates when applicable, and graduate surveys.

OSCC Faculty teaching lower division collegiate and PCC CTE courses have the opportunity to participate in the Subject Area Committees (SACs) at PCC. The SACs have an important role in defining program goals and intended outcomes and setting measures for the outcomes for the transfer programs. OSCC faculty have made contact with PCC SAC chairs in many content areas to become informed on student learning outcomes for courses and programs and the measures PCC uses to evaluate them. Recently OSCC faculty and staff have formed a Transfer Advisory Board to focus on students in the transfer programs. One important function of this committee is to evaluate the education programs and services supporting this area.

*Supporting Documentation*

SEE 4.A.1

#### **4.A.3 Documentation of Student Achievement**

OCCC regularly assesses the achievements of students who have completed its educational programs. OCCC staff and faculty review the achievement records of students who have transfer to a public university in Oregon. This source includes GPA at the university and completion rates at the university. The college also reviews the licensure pass rates for students in its career and technical education program. In addition, the college obtains detailed subject analysis reports on the NCLEX-RN examinations from the National Council State Board of Nursing (NCSBN). These reports describe how graduates performed on several content dimensions compared against other programs both regionally and nationally. These results are evaluated on an annual basis and are used as a basis for curriculum changes in the nursing program.

OCCC surveys graduates approximately six months after they have graduated from OCCC. There are separate surveys for students in the career and technical education programs and the lower division transfer programs. Results from these surveys are reviewed with faculty as part of the program improvement process. The college's nursing and medical assistant programs send surveys to local employers. These surveys ask the institutions to identify any gaps in the new OCCC graduates knowledge and skills. They are reviewed by staff and faculty in those departments and used in program improvement.

##### *Supporting Documentation*

[AQUARIUM SCIENCE GRADUATE SURVEY – 2014](#)

[GENERAL GRADUATE SURVEY – 2014](#)

[NURSING GRADUATE SURVEY – 2014](#)

[MEDICAL ASSISTANT GRADUATE SURVEY – CLASS OF 2014](#)

#### **4.A.4 Programs Align with Core Themes Objectives**

As noted earlier, the college formally revised its mission and adopted core themes on October 15, 2014. Beginning in November the college began a process of closely examining current evaluation measures with respect to the accomplishment of those new core themes. These measures will be revised as needed and other measures will be developed or implemented to gain a holistic view of the college's success in accomplishing its core themes. This core theme framework will also be used to holistically evaluate the alignment, correlation and integration of programs and services within the core themes. The strategic planning process (Standard 1.A.2) will establish institutional goals within the core themes, and once they are in place programs and services will establish aligned goals and evaluation measures within the framework. It is anticipated that when this process is complete each core theme will have multiple evaluation measures of programs and services that will be reviewed annually. These measures will be used to plan improvements in programs and services leading to fulfillment of the core themes. See [Core Theme Mapping](#) and [Draft Strategic Planning](#) documents for the current state of this work.

#### **4.A.5 Holistic Programs and Outcomes Assessments**

OCCC is in the process of developing a strategic plan for the years 2015-2020. The strategic plan will be based on the recently adopted core themes. As the plan is developed the college will include some current measures mentioned above in evaluating the alignment of resources, capacity, practices, and planning of programs and services. The college will develop additional measures to holistically assess the institution's success in meeting the intended outcomes of its programs and services.

#### **4.A.6 Regular Reviews of Assessment Processes**

Each year the college reviews the achievements of its various academic programs by examining course success rates, student evaluations, student completions and transfers. As part of its strategic plan, OCCC will align current evaluation measures and any new measures to provide annual appraisals of all college academic programs and support services. The measures will be crafted to ensure they assess and capture important and authentic achievements. The reviews will occur annually and will be shared widely within the college community and summarized on the college webpage.

### **Standard 4.B Improvement**

#### **4.B.1 Basis for and Uses of Assessments**

As OCCC establishes a comprehensive assessment plan for its core theme, the indications developed or assigned to the various core themes will be authentic measures of student achievement and service delivery. These measures will be evaluated periodically and the results made available to constituencies including the faculty, staff, the board of education, and community partners; such as employers or high school in a timely and complete fashion. The results of the core themes assessments will be used in planning the future of programs and services. These assessments and the subsequent planning will be used in the allocation of college resources.

#### **4.B.2 Assessments Lead to Enhanced Learning Achievements**

OCCC regularly uses the results of student learning assessments to plan improvements in academic programs. Results of student learning are shared with faculty, staff, administrators, advisory committees, and the college's Board of Education. When student achievement falls below the established goals, or the achievement of comparator colleges, improvement plans are developed and implemented.

For example, each year the college monitors the first time pass rate of its nursing students on the NCLEX-RN examination with the goal of always attaining a pass rate of 85% or higher. The OCCC nursing program was established in 2006. Since then student achievement and NCLEX-RN pass rates have been carefully monitored and shared with the college community and local community stakeholders. In 2010, the NCLEX-RN pass rates dropped to 78.0%. A number of curriculum and staffing changes were implemented after the college carefully reviewed detailed reports on the college's NCLEX-RN results, graduate surveys, and employer surveys. The college also examined staffing and clinical experiences. As a result of the analysis a number of changes were made in the delivery of the nursing program instruction. Several courses were revised and a pharmacology course was added to the curriculum. A greater emphasis and additional staffing resources were devoted to the high fidelity simulation lab. A nationally normed computer based instructional and remediation program was added to the program. The program provides faculty with comprehensive reports on student's progress and skill acquisition. Finally, all students were required to complete a week-long NCLEX-RN preparation course at the end of the program. As a result of these improvements and additional program resources, the NCLEX-RN pass rate was 94.5 percent in 2012, 88.2 percent in 2013, and 95.0 percent in 2014. Similar processes exist for other academic programs at the college.

*Supporting Documentation*

[NCLEX-RN PASS RATES 2007-2014](#)

## **Chapter Five: Mission Fulfillment, Adaptation and Sustainability**

### **Executive Summary Eligibility Requirement 24**

#### **24. Scale and Sustainability**

Throughout its history, the college has demonstrated sound fiscal practices that enable it to focus on the needs of its constituents and students. Strong leadership by the Board of Education and College administration has been especially apparent during the recent recession and nascent recovery, which the college has thus far weathered relatively well. Beginning in 2012-2013, OCCC reached and has maintained a 15 percent fund balance. In addition, the 2014-2015 budget has a strategic reserve which has funded accreditation-related work and operational improvements referenced elsewhere. OCCC did experience a dip in enrollment concurrent with the contracting transition from Clatsop to PCC, mainly related to a PCC's different curricular approach to post-secondary remedial. The college's new strategic plan clearly outlines new approaches to increase enrollment. Additionally, OCCC has made operational adjustments during the current year with the goal of maintaining the 15 percent reserve going forward, despite this temporary decrease in enrollment.

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

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

### **Standard 5.A Mission Fulfillment**

#### **5.A.1 Evidence-Based Assessments Process**

OCCC is currently in the process of developing a five year strategic plan for the period 2015-2020. This plan will be based on the college's new mission and core themes. During this process the college will set goals and determine measures and indicators for each core theme.

OCCC will use much of the data that is currently collected and analyzed to evaluate progress towards meeting the core themes. Presently, OCCC conducts annual program reviews of all CTE programs, assesses the retention, progression, and completion rates of students in all programs, conducts an analysis of student success rates in remedial and gatekeeper courses, examines transfer rates, reviews pass rates on national licensure exams, participates in the Oregon Achieve the Dream collaborative, conducts the SENSE and CCSSE surveys, and annually completes the Oregon Achievement Compacts.

The college will seek to use these existing measures, but may also develop additional measures or indicators as needed for each goal under the core themes. The current and newly developed measures will become part of a comprehensive plan to systematically collect and report the data related to the core themes.

The college will then gather and systematically assess the measures or indicators to gauge its success in meeting its goals and fulfilling its mission. Each goal will have multiple measures or indicators. Data will be gathered throughout the year and reviewed at specified time periods.

Toward the end of each academic year, the college's departments and management team will conduct a comprehensive review of all goals and measures. This information will be used in the ongoing cycle of assessment, planning, and improvement, leading to mission fulfillment.

#### *Supporting Documentation*

[STRATEGIC PLAN 2015-2020 - DRAFT](#)

[FIVE BIG IDEAS – DRAFT](#)

[MISSION, VISION, THEMES AND OBJECTIVES](#)

[OREGON POST-SECONDARY PERKINS REPORT 2012-13](#)

[SURVEY OF ENTERING STUDENT ENGAGEMENT \(SENSE\) MAIN SURVEY BENCHMARK REPORT 2011](#)

[SURVEY OF ENTERING STUDENT ENGAGEMENT \(SENSE\) MAIN SURVEY BENCHMARK REPORT 2013](#)

[SURVEY OF ENTERING STUDENT ENGAGEMENT \(SENSE\) SMALL SCHOOLS BENCHMARK REPORT 2011](#)

[SURVEY OF ENTERING STUDENT ENGAGEMENT \(SENSE\) SMALL SCHOOLS BENCHMARK REPORT 2013](#)

[ACHIEVING THE DREAM \(ATD\) OVERVIEW REPORT](#)

[ACHIEVING THE DREAM \(ATD\) BENCHMARK YEARS 2010-2012 IMPLEMENTATION YEAR AND YEAR ONE 2013-2014](#)

[ACHIEVEMENT COMPACT FOR 2011-2012 ACTUAL TO 2013-2014 TARGET](#)

[ACHIEVEMENT COMPACT FOR 2013-2014 ACTUAL TO 2015-2016 TARGET](#)

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[2014 COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT \(CCSSE\) BENCHMARKS](#)

[2014 - OREGON CONSORTIUM](#)

#### **5.A.2 Communication of Assessment Results**

OCCC has been doing evidence-based, participatory self-reflective assessment of its programs, services, and accomplishments for many years. The results of the assessment have been widely shared with OCCC faculty, staff, advisory committees, boards, and the local community. Going forward the current measures will be included in a regular systematic framework of assessment based on the college's revised mission and the core themes.

OCCC communicates its accomplishments to a number of constituencies including OCCC managers, faculty and staff, program advisory boards, the OCCC Foundation Board, and the OCCC Board of Education. In addition, there are numerous communications with the citizens of Lincoln County including presentations at various chambers of commerce, service clubs, and other business and social-service organizations throughout the county. The college also sends press releases to local media and posts accomplishments on its website and on its [Facebook](#) page. At the annual public budget committee hearings, the OCCC President summarizes the college's recent accomplishments, future challenges, and allocation of resources to achieve mission fulfillment.

## Conclusion

Within the next twelve months Oregon Coast Community College intends to apply to seek recognition as a [Candidate for Accreditation](#) with the Northwest Commission on Colleges and Universities. The completion of this full Year Seven comprehensive institutional self-evaluation has been highly effective in confirming our substantial compliance with the NWCCU [24 Eligibility Requirements](#).

This self-evaluation has also identified remaining work to be done in preparation for our application. We look forward to feedback from the Site Evaluation Team to assist us in honing our focus to prepare our submission and to continue our growth and development over the years to come of the full accreditation process.

Since 1987, OCCC has delivered college credit instruction, certificates and degrees through a contracting college arrangement (Intergovernmental Agreement) with other NWCCU Accredited Community Colleges. In July of 2014, OCCC and Portland Community College (PCC) agreed to the current IGA, with the full understanding of both colleges that OCCC intended to initiate application for independent accreditation. It is exciting to see our progress, particularly since July 2014, when we reported to NWCCU (as part of PCC's Substantive Change Application) an abbreviated status of our standing on the 24 Eligibility Requirements.

Central to that progress has been the finalization and adoption of a new Vision, Mission, Values and Core Themes that fully reflects the goals and dreams of the communities and constituencies the college serves. Through this current self-evaluation, OCCC demonstrates that it is well on the way to "shaping the future through learning" for Lincoln County. In fulfilling its mission as a comprehensive community college, OCCC embraces the Commission's accreditation standards. The college's faculty and staff have used the NWCCU 24 Eligibility Requirements and Accreditation Standards to move forward with self-identified improvements.

The following strengths and next steps demonstrate that OCCC is ready for the future as a contracting college soon to embark upon the path to independent accreditation. The strengths below reflect a student-centered institution; the pride and hard work of college employees; support of local communities; and community partnerships and collaborations. With our next steps, the college identifies the areas of focus as we continue to prepare for our application and candidacy.

### OCCC Strengths

Leadership: The Board of Education and college president set a clear vision for the college and foster a culture of excellence and integrity. A highly skilled administrative team is well-qualified to fulfill the college mission.

Student Centered: The college has a long history of providing quality education to its students as demonstrated by their transition from pre-college to credit completion, transfer to universities, success as they enter the workforce, and/or interest in life-long learning. OCCC became an Achieving the Dream college in 2012, and has successfully used this framework to focus all efforts on student success.

Culture of Evidence: The college engages in nationally normed surveys, prepares required and self-directed reports, uses the ATD longitudinal cohort analysis model, and assesses itself for process improvement. These results are communicated to internal and external constituencies as appropriate.



High Engagement: OCCC embraces the teaching paradigm of active engagement with students and learning. Our faculty are highly skilled specialists in their fields with a passion for teaching and students. Many of our faculty are regarded by their peers to be at the master-teacher level, and they serve as mentors and role-models for newer faculty. College administrators, staff, and faculty are committed to and engaged with the principles of the college's mission statement, equipping students for success and being responsive to our communities.

Fiscal and Resource Management: The college continues to be fiscally sound, ensuring adequate resources to support its operations.

Strong Support and Partnerships: Community support for the college has been demonstrated by the passage of a bond levy to build permanent facilities for the college. OCCC also benefits from strong support from elected representatives as well as industry and community organizations. Collaboration with local K-12 providers, other community colleges, and universities affirms OCCC's role in the education continuum.

Campus Spaces, Technology, Instructional Support: The college places high priority in providing attractive, functional, and safe buildings. Buildings have been recently constructed. Technology at all sites is state of the art, including teaching technology and labs for science and CTE programs. Our Library is exemplary among similarly sized colleges.

Signature Programs: Our Small Business Development Center has developed an award-winning (at the [state](#) and [national](#) levels) program that has helped numerous small businesses prosper and contribute to the economic development of Lincoln County. Our Aquarium Science Technician Program is unique in the US and attracts students from distant states. With our next commencement, more than 100 OCCC Nursing graduates will have gone on to improve public health, most in our rural region.

Growth in Learning Rich Environment: Lincoln County, particularly Newport, has become a nexus for growth in STEM education and research and the expansion of Marine Science technologies. Oregon State University has committed to building a 500-student campus here (juniors and seniors) and is already partnering closely with OCCC to design smooth pathways. The Coastal STEM Hub, OMSI, NOAA, the Oregon Coast Aquarium, and numerous marine- and science-based firms all call Newport home, and look to OCCC to partner in the expansion of education and industry.

Supports for NWCCU Processes: We are pleased to have PCC's support and guidance as we grow in the years to come. PCC has successfully guided other similar Oregon Community colleges (Klamath, Columbia Gorge and Tillamook Bay) to independent accreditation. Our decision to develop this full stand-alone Year Seven Self-Evaluation Report has also created a highly useful road map as we develop in the years to come.

## **OCCC Next Steps**

NWCCU's 24 Eligibility Requirements provide our touchstones and standards at this time in our development. In the coming months, we are focused on:

Core Theme Development: Proceed with the finalization of measurement metrics and establishing targets.

Faculty Assessments: Complete the process underway to bring faculty assessments current (including part-time faculty), and begin discussion with faculty to establish a new assessment process that better aligns with our revised Mission and Core Themes.

Public Information: Complete the process underway to ensure that all required areas of published student and public information are current and accurate across our Catalog, website and other documents.

Student Achievement: Coordinate with PCC to ensure that OCCC appropriately documents and assesses expected learning outcomes for PCC degrees and certificates, as well as the CTE programs that are specific to OCCC. Establish a regular cycle for assessment to validate student achievement of expected learning outcomes.

Institutional Effectiveness: Complete the strategic planning process and establish a systematic planning and evaluation cycle to assess the extent to which OCCC fulfills its mission.

## Appendix: Documentation Master List

The following list summarizes the Supporting Documentation cited at the end of each Standard throughout this report. This list of resources and documentation is also available [online](#). There are three resources listed here and cited in the Year Seven Report that are available on request in hard-copy form. Those reports are the OCCC President's Review and consultants' reports for both OCCC Human Resources and Information Technology departments.

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- 4.A.1 [OREGON POST-SECONDARY PERKINS REPORT 2012-13](#)
- 4.A.2 [SURVEY OF ENTERING STUDENT ENGAGEMENT \(SENSE\) MAIN](#)  
[SURVEY BENCHMARK REPORT 2011](#)  
[SURVEY OF ENTERING STUDENT ENGAGEMENT \(SENSE\) MAIN](#)  
[SURVEY BENCHMARK REPORT 2013](#)  
[SURVEY OF ENTERING STUDENT ENGAGEMENT \(SENSE\) SMALL SCHOOLS](#)  
[BENCHMARK REPORT 2011](#)  
[SURVEY OF ENTERING STUDENT ENGAGEMENT \(SENSE\) SMALL SCHOOLS](#)  
[BENCHMARK REPORT 2013](#)

- 4.A.3 [AQUARIUM SCIENCE GRADUATE SURVEY - 2014](#)  
[GENERAL GRADUATE SURVEY - 2014](#)  
[NURSING GRADUATE SURVEY - 2014](#)  
[MEDICAL ASSISTANT GRADUATE SURVEY - CLASS OF 2014](#)

**Standard 4.B - Improvement**

- 4.B.2 [NCLEX-RN PASS RATES 2007-2014](#)

**Standard 5.A - Mission Fulfillment**

- 5.A.1 [STRATEGIC PLAN - DRAFT](#)  
[FIVE BIG IDEAS - DRAFT](#)  
[MISSION, VISION, THEMES, AND OBJECTIVES](#)