

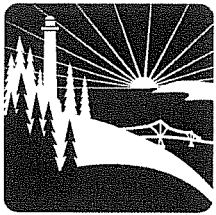
Clatsop Community College

Year Three Report, Chapters One & Two

Mission, Core Themes and Expectations; Resources and Capacity



Submitted by Dr. Lawrence Galizio, President
To the Northwest Commission on Colleges and Universities (NWCCU)
March 3, 2014



Clatsop Community College

Office of the President

February 24, 2014

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

Dear Dr. Elman:

It is my distinct pleasure to present the Standard Two: Year Three Report and related materials for Clatsop Community College (CCC).

Similar to many public institutions of higher education in the U.S., CCC has worked assiduously to confront substantial reductions in State financial support. Specifically, our institution has experienced a 70% decrease in State support over a five year period.

Nevertheless, as evidenced by our Year Three Report, Clatsop Community College remains focused on continuous quality improvement - and most centrally - student success and service to our community.

The Report includes empirical evidence that we have responded directly to the Commission's three Recommendations from our Year One Report. More specifically, the Report details the integrated and inclusive planning process that has occurred over the past two years resulting in a five year strategic plan articulating College priorities and resource allocation. Still, financial constraints have hindered efforts to adequately invest in programs and services aligned with College goals.

Also in response to Recommendations from the Year One Report, we reevaluated and refined educational assessment, program evaluation processes and procedures, and have amended our Mission, Core Themes and Indicators to more accurately reflect the College's strategic plan and to achieve identified outcomes.

In sum, Clatsop Community College has benefitted enormously from the work required for the Year Three Report. We very much look forward to the feedback and input that we receive from the virtual visit and review of our Report from our professional colleagues.

Respectfully Submitted,

Dr. Lawrence Galizio, President, Clatsop Community College

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Institutional Overview



Clatsop Community College (CCC) is the one of the oldest of Oregon's 17 independent community colleges. It was founded in 1958 to serve the residents of Clatsop County and a portion of Columbia County. The campus sits high up on Coxcomb Hill overlooking the city of Astoria and the Columbia River. It is built in the former Hildebrand Rock Quarry, just below the Astoria Column. Although the campus owns approximately 30 acres near the top of Coxcomb Hill, the campus is located on the most buildable portion of the property.

Home to over 36,000 residents, Clatsop County covers 1,085 square miles between the Pacific Ocean, Columbia River, and Oregon Coastal Range. Nearly one-third of the residents reside in the county seat of Astoria. Within this area are the high school districts of Astoria, Warrenton, Seaside, Knappa, Jewell, Clatskanie, and Rainier. In addition to the high schools that reside in its district, the College also offers postsecondary classes to two high schools, Naselle and Ilwaco, located across the river in southwest Washington. The College offers face-to-face classes on the Jerome, Marine and Environmental Research and Training Station (MERTS), and South County campuses. The College also offers hybrid and online classes to students.

Clatsop County has an older population than found in most other Oregon counties: 36% are 55 years and older, 24% are 35-54, and only 10% are aged 20-34 years. The College is located in a rural/coastal isolated area, with the Portland Metropolitan area a two hour drive from Astoria. One challenge with being located in a rural area is that the College serves a vital educational role in the community unavailable from any other source, but has a finite enrollment base that requires resourceful and creative efforts to achieve sustainability. The communities we serve are also challenged to seek ways to survive. Natural resource industries like fishing and forestry have declined significantly. Seafood packaging, once a thriving economic base for the area, shrunk years ago from dozens of plants to one. Forest processing mills also have declined to only two operations.

State funding for community colleges in Oregon occurs through the legislature's approval of a biennial allocation to the Community College Support Fund (CCSF). The CCSF is dispersed to individual community colleges via a state formula based on student full-time equivalents. CCC, state only receives 0.66% of the total state appropriations. CCC also receives revenues from district property taxes, tuition, fees, and timber tax to fund its operations. Clatsop Community College is classified as a small college and receives additional funding to offset the enrollment sizes. As the larger community colleges around the state grew their enrollments during the economic downturn, this led to proportionally less funding for smaller colleges such as ours. This phenomenon creates financial challenges to our rural community and college operations.

The annual enrollment at Clatsop Community College varies each year, but is now 5,444 students. The College offers instruction in the liberal arts and sciences, career technical fields, continuing, community, and developmental education. Distinguishing facts for the College include being

first community college in Oregon to be regionally accredited, providing predominantly career technical education to students (highest percentage for community colleges in Oregon), operating the only public, two-year Maritime Sciences program on the west coast, operating a fire research and response center to prepare firefighters for maritime and land-based fire suppression and rescue (only 1 of 6 in US), and offering a unique historic preservation and restoration certificate.

CCC's last NWCCU accreditation visit occurred April 13-15, 2011. In accordance with the new NWCCU accreditation process, CCC submitted the Year 1 Report in Spring 2012. This Year 3 Report revises the Year 1 Report and adds responses for Standard 2, Resources and Capacity. The Year 3 Report development involved the entire college campus. Members of the Accreditation Steering Committee met during the summer of 2013 to discuss the Year 3 Report and its requirements. Steering committee members volunteered to author various sections of Standard 2. Committee members conferred with colleagues from their respective areas, then submitted section outlines and preliminary and final draft sections to the Vice President of Academic and Student Affairs (VPASA). The VPASA then edited the document and presented a draft to President's Cabinet and the Accreditation Steering Committee for review and feedback before the final report was assembled, copied, and submitted to NWCCU. Members of the Accreditation Steering Committee and others that drafted sections for inclusion into this report are listed below.

Contractual Relationship with Oregon Coast Community College

In July 2010, the College entered into a contractual relationship with Oregon Coast Community College (OCCC) in Lincoln County to lend it the authority of the College's accreditation status. The relationship was established in compliance with NWCCU's Policy A-6: Contractual Relationships with Organizations Not Regionally Accredited. The partnership supports the Oregon Legislature's statewide goal of providing access to higher education resources in rural areas. The contractual relationship is also sanctioned under the Oregon Revised Statutes (ORS) 341 that specifically states the following:

341.019 All areas within this state shall be served by a community college district. Such services may be provided either (a) Directly by formation of a community college district; or (b) Indirectly by contract with an existing community college district. The Department of Community Colleges and Workforce Development shall fix responsibility for serving each area that is not within a community college district. Where feasible, each area shall be a whole county or a group of counties or that part of a county not already in a community college district.

From 1997-2010, OCCC operated under the sponsorship of Chemeketa Community College. OCCC has offered accredited classes and programs through a contracting college for the last 12 years. At its current stage of development as an institution of higher education, the Board and administration of OCCC believes that a contractual relationship with CCC has strengthened OCCC's ability to serve its community.

OCCC contracts with the College for specific college services including curriculum (existing courses from Clatsop Community College as well as guidance and oversight of the development of new curriculum offered at OCCC exclusively or at both institutions), course transcription, student financial aid, awarding of certificate and degrees, and other functions that provide essential services to students in their postsecondary education. As part of this relationship, OCCC complies with any criteria or policy that directly affects instruction such as, use of the College's hiring guidelines for faculty. OCCC responded to every section in the Year 3—Resources and Capacity report. OCCC receives separate

funding from the state of Oregon, has its own elected seven-member Board of Education, charter, policies and procedures, facilities and personnel management.

Nevertheless, the economic crisis of the last 5 years and a 70% reduction in State funding, limit the College's ability to provide services to OCCC. During the 2011-12 academic year, the College laid off faculty, administrators, and other personnel to balance the budget. These layoffs shifted work from the laid off individuals to the remaining employees. During the summer of 2013, the College re-evaluated the workload associated with providing services for OCCC and determined that the contract with OCCC would not be renewed for the 2014-15 academic year. The extended separation period was to ensure that OCCC could contract with another Oregon community college before the present contract expired.

Oregon Coast Community College (OCCC) was established by Lincoln County voters on May 19, 1987, and began its first term June 1987. The OCCC District encompasses all of Lincoln County, a rural area of nearly 1,000 square miles, on the central Oregon coast with a population of almost 45,000. In May 1992, a tax base was approved by the voters, providing OCCC with continuous base-level funding. Voter-approved initiatives lowering local tax support and dwindling state support of community colleges have slowed OCCC's expansion of services. The Board established the College Foundation in 2000 to help support Instructional programs and related services.

Serving nearly 1,500 individuals each year, OCCC has refined its programs and services to include a variety of programs of college transfer, career technical, small business assistance, adult basic skills, and community education. OCCC created its signature Aquarium Science program, the first students enrolling fall 2003, and added an Associate Degree Nursing program in the Fall term 2006. A significant federal grant enabled the College to create new career technical programs (Criminal Justice—AAS, Medical Assistant (certificate), Care Nursing assistant (certificate), and Home Health Aid (certificate)).

OCCC passed a facility bond in May 2004 that resulted in the construction of three modern, well-equipped accessible campuses appropriate to instructional and student support services it provides. The Aquarium Science Building at the Central County Campus in Newport (9,270 sq. ft.) was completed in 2011.

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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: Clatsop Community College

Address: 1651 Lexington Ave.

City, State, ZIP: Astoria, Or 97103

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	
None			

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: (total enrolled student hours/510)

Official Fall 2013 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2013	One Year Prior Dates: 2012	Two Years Prior Dates: 2011
Undergraduate	344.84	297.48	409.2
Graduate			
Professional			
Unclassified			
Total all levels	344.84	297.48	409.2

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

Official Fall 2013 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2013	One Year Prior Dates: 2012	Two Years Prior Dates: 2011
Undergraduate	1298	1276	1552
Graduate			
Professional			
Unclassified			
Total all levels	1298	1276	1552

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								
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank	7	111	4	1	2	16		2

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		
Assistant Professor		
Instructor		
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank	62,459	10.56

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 of the institution: 2013-14

Reporting of income:	Accrual Basis	_____	Accrual Basis	_____
Reporting of expenses:	Accrual Basis	_____	Accrual Basis	_____

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates:6/30/13	One Year Prior to Last Completed FY Dates:6/30/12	Two Years Prior to Last Completed FY Dates:6/30/11
CURRENT FUNDS			
Unrestricted			
Cash	264,028	-107,693	110,545
Investments	0	0	0
Accounts receivable gross	2,217,294	1,874,568	2,667,673
Less allowance for bad debts	-28,269	-12,776	-12,391
Inventories	164,125	140,350	121,065
Prepaid expenses and deferred charges	205,000	205,000	205,000
Other (identify)	30,178	37,946	23,969
Due from	0	0	0
Total Unrestricted	2,852,356	2,137,395	3,115,861
Restricted			
Cash	9,147	33,204	78,359
Investments	0	0	0
Other (identify)	96,152	70,881	79,045
Due from	0	0	0
Total Restricted	105,299	104,085	157,404
TOTAL CURRENT FUNDS	2,957,655	2,241,480	3,273,265
ENDOWMENT AND SIMILAR FUNDS			
Cash	279,066	405,220	722,490
Investments	2,453,196	2,262,274	1,465,831
Other (identify)	8,852	26,905	13,435
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	2,741,114	2,694,299	2,201,756
PLANT FUND			
Unexpended			
Cash	2,420,660	2,462,190	2,643,409
Investments	8,931,003	8,628,989	8,337,186
Other (identify)	6,332,592	6,473,067	6,631,806
Total unexpended	17,684,255	17,564,246	17,612,401
Investment in Plant			
Land	85,535	85,535	85,535
Land improvements	166,599	166,599	0
Buildings	41,902,488	41,866,138	41,556,433
Equipment	2,265,300	2,384,768	3,257,596
Library resources	138,801	208,202	208,201
Other (identify)	-9,044,335	-8,211,047	-8,875,387
Total investments in plant	35,514,388	36,500,194	36,232,378
Due from			
Other plant funds (identify)	0	0	0

TOTAL PLANT FUNDS	53,198,643	54,064,440	53,844,779
OTHER ASSETS (IDENTIFY)	52,724	62,575	67,967
TOTAL OTHER ASSETS	52,724	62,575	67,967
TOTAL ASSETS	56,209,022	56,368,495	57,186,011

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates:6/30/13	One Year Prior to Last Completed FY Dates:6/30/12	Two Years Prior to Last Completed FY Dates:6/30/11
CURRENT FUNDS			
Unrestricted			
Accounts payable	85,749	91,830	313,727
Accrued liabilities	705,108	778,703	1,011,088
Students' deposits	3,560	6,207	3,302
Deferred credits	637,836	725,967	665,546
Other liabilities (identify) TAN, misc	1,925,048	937,880	1,548,022
Due to	30,000	30,000	30,000
Fund balance	0	0	0,
Total Unrestricted	3,387,301	2,570,587	3,571,685
Restricted			
Accounts payable	0	0	92
Other (identify) deferred revenue	105,299	104,085	157,312
Due to	0	0	0
Fund balance	0	0	0
Total Restricted	105,299	104,085	157,404
TOTAL CURRENT FUNDS	3,492,600	2,674,672	3,729,089
ENDOWMENT AND SIMILAR FUNDS—CCC FOUNDATION			
(Restricted) Accounts Payable	1,180	104,542	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	2,739,934	2,589,757	2,201,756
TOTAL ENDOWMENT AND SIMILAR FUNDS			
PLANT FUND			
Unexpended			
Accounts payable	0	0	0
Notes payable	11,817,332	11,515,774	11,221,912
Bonds payable	17,125,000	17,695,000	18,215,000
Other liabilities (identify) accrued interest, retainage	470,727	612,325	883,112
Due to	0	0	0
Fund balance	0	0	0
Total unexpended	29,413,059	29,823,099	30,320,024
Investment in Plant			
Notes payable	126,149	145,593	164,068
Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	126,149	145,593	164,068
OTHER LIABILITIES (IDENTIFY) CLUBS	52,724	62,575	67,967
TOTAL OTHER LIABILITIES	52,724	62,575	67,967

TOTAL LIABILITIES	33,084,532	32,705,939	34,281,148
FUND BALANCE	23,124,490	23,662,556	22,904,863

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates:6/30/13	One Year Prior to Last Completed FY Dates:6/30/12	Two Years Prior to Last Completed FY Dates:6/30/11
Tuition and fees	3,573,996	3,789,549	3,095,403
Federal appropriations	0	0	0
State appropriations	1,402,872	2,575,985	5,220,576
Local appropriations	5,889,295	5,192,238	5,238,143
Grants and contracts	6,793,419	6,753,266	5,538,604
Endowment income	318,763	308,909	301,353
Auxiliary enterprises	461,805	546,431	603,573
Other (identify)	726,563	1,133,697	5,051,875
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	3,950,342	4,301,286	4,419,541
Research	0	0	0
Public services	209,281	207,623	215,903
Academic support	1,393,711	1,199,379	1,377,148
Student services	1,857,515	1,878,232	2,043,571
Institutional support	2,302,952	2,279,472	2,406,243
Operation and maintenance of plant	1,115,394	1,219,338	1,091,800
Scholarships and fellowships	6,033,714	6,058,873	4,626,480
Other (identify)	2,354,840	2,836,906	7,049,364
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
Total Educational and General	19,217,749	19,981,109	23,230,050
Auxiliary Enterprises			
Expenditures	497,030	563,457	631,413
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	497,030	563,457	631,413
TOTAL EXPENDITURE & MANDATORY TRANSFERS	19,714,779	20,544,566	23,861,463
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	23,124,490	23,662,556	22,904,863

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:6/30/13	One Year Prior to Last Completed FY Dates:6/30/12	Two Years Prior to Last Completed FY Dates:6/30/11
For Capital Outlay	27,702,380	28,291,824	28,830,299
For Operations	1,595,000	625,000	1,335,000

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.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount–report the total number (unduplicated headcount) of students enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Oregon Coast Community College 400 SE College Way, Newport, Or 97365	AAS	Aquarium Science	28	
Oregon Coast Community College 400 SE College Way, Newport, Or 97365	AAS	Nursing	35	

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.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None				



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

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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 97365

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	
None			

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: 510 instructional hrs = 1 FTE)

Official Fall 184 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2013-14 Fall/winter term	One Year Prior Dates: 2012-2013	Two Years Prior Dates: 2011-12
Undergraduate	391	553	515
Graduate			
Professional			
Unclassified			
Total all levels	391	553	515

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

Official Fall 558 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2013-14 Fall/winter term	One Year Prior Dates: 2012-2013	Two Years Prior Dates: 2011-12
Undergraduate	725	803	764
Graduate			
Professional			
Unclassified			
Total all levels	725	803	764

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		5	6	39		9
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	\$51,896/yr	11
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 of the institution: 07/01 through 6/30
Reporting of income: Accrual Basis _____ Accrual Basis _____
Reporting of expenses: Accrual Basis _____ Accrual Basis _____

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates:6/30/2013	One Year Prior to Last Completed FY Dates:6/30/2012	Two Years Prior to Last Completed FY Dates:6/30/2011
CURRENT FUNDS			
Unrestricted			
Cash	1,210,709	1,645,637	846,574
Investments	0	0	0
Accounts receivable gross	1,342,520	790,773	1,804,210
Less allowance for bad debts	0	0	0
Inventories	29,655	32,026	28,265
Prepaid expenses and deferred charges	2,991	31,440	22,128
Other (Prepaid pension cost)	1,757,671	1,823,921	1,890,171
Due from	0	0	0
Total Unrestricted	4,343,546	4,323,797	4,591,348
Restricted			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
Total Restricted	0	0	0
TOTAL CURRENT FUNDS	4,343,546	4,323,797	4,591,348
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	0	0	0

Investment in Plant			
Land	0	0	0
Land improvements	0	0	0
Buildings	0	0	0
Equipment	0	0	0
Library resources	0	0	0
Other (net capital assets)	30,817,185	31,700,000	32,461,893
Total investments in plant	30,817,185	31,700,000	32,461,893
Due from			
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	0	0	0
OTHER ASSETS (IDENTIFY)	0	0	0
TOTAL OTHER ASSETS	0	0	0
TOTAL ASSETS	35,160,731	36,023,797	37,053,241

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates:6/30/2013	One Year Prior to Last Completed FY Dates:6/30/2012	Two Years Prior to Last Completed FY Dates:6/30/2011
CURRENT FUNDS			
Unrestricted			
Accounts payable	44,492	75,779	485,017
Accrued liabilities	467,238	485,589	456,978
Students' deposits	0	0	0
Deferred credits	207,336	219,939	13,198
Other liabilities(current portion of debt)	1,443,844	880,000	810,000
Due to	13,876	13,858	17,847
Fund balance	0	0	0
Total Unrestricted	2,176,816	1,661,307	1,780,040
Restricted			
Accounts payable	0	0	
Other (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total Restricted	0	0	0
TOTAL CURRENT FUNDS	0	0	0
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Accounts payable	0	0	0
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
Total unexpended	0	0	0

Investment in Plant			
Notes payable	0	0	0
Bonds payable	20,712,283	20,350,000	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
TOTAL INVESTMENTS IN PLANT FUND	0	0	0
OTHER LIABILITIES (IDENTIFY)	0	0	0
TOTAL OTHER LIABILITIES	0	0	0
TOTAL LIABILITIES	0	0	0
FUND BALANCE	13,877,759	14,012,490	14,043,201

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates:6/30/2013	One Year Prior to Last Completed FY Dates:6/30/2012	Two Years Prior to Last Completed FY Dates:6/30/2011
Tuition and fees	1,553,715	1,431,171	1,332,398
Federal appropriations	0	0	0
State appropriations	1,445,133	1,684,407	3,168,164
Local appropriations	2,673,897	2,763,753	2,693,178
Grants and contracts	936,975	830,963	673,731
Endowment income	0	0	0
Auxiliary enterprises	228,631	186,357	175,215
Other (misc)	192,279	207,223	263,734
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	2,996,344	2,974,760	3,325,002
Research	0	0	0
Public services	0	0	0
Academic support	1,610,383	1,618,382	1,742,829
Student services	0	0	0
Institutional support	0	0	0
Operation and maintenance of plant	1,393,193	1,299,258	1,145,100
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
Total Educational and General	5,999,920	4,116,879	6,212,931
Auxiliary Enterprises			
Expenditures	238,906	199,549	192,763
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0

Total Auxiliary Enterprises	238,906	199,549	192,763
TOTAL EXPENDITURE & MANDATORY TRANSFERS	6,238,826	4,316,879	6,405,694
OTHER TRANSFERS AND ADDITIONS/DELETIONS	(929,535)	(1,042,636)	(1,071,712)
Interest expense/amortization on bond debt			
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	(134,731)	30,711	829,014

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:6/30/2013	One Year Prior to Last Completed FY Dates:6/30/2012	Two Years Prior to Last Completed FY Dates:6/30/2011
For Capital Outlay	19,821,127	19,045,000	19,810,000
For Operations	2,135,000	2,185,000	2,230,000

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.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None				

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.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None				

Preface

Brief update on institutional changes since the institution's last report

In the last 3 years, Clatsop Community College underwent changes in funding, personnel, programs, and services.

Funding and personnel: While enrollments increased at Clatsop Community College as a result of the economic downturn (Table 1.0), enrollments increased even more significantly at other Oregon community colleges. This growth affects the amount of state funding per student FTE available through the distribution formula known as the Community College Support Fund (CCSF). The more enrollment growth experienced across all colleges in Oregon, the lower the value of each student FTE. The funding formula was adjusted to cap enrollment growth based on 2009-10 enrollment numbers. The timing of the enrollment "freeze" further impacts CCC as the main campus was undergoing construction during this time and therefore enrollment was at its the lowest of the past six years. To illustrate the effect on the College's funding, table 1.1 lists the amount of state support received by the College over the last 5 years.

Table 1.0 CCC student FTE for the last 5 years

2008-09	2009-10	2010-11	2011-12	2012-13
1487	1523	1550	1488	1386

Table 1.1 CCC state appropriations over the last 5 years

2009-10	2010-11	2011-12	2012-13	2013-14
\$2,442,771	\$1,694,308	\$1,427,511	\$971,000	\$1,338,000

In 2012-13, the state appropriation to CCC was reduced by 31%, but increased in 2013-14 by 38%. To further exacerbate the financial challenges of reduced state appropriations, PERS (Oregon Public Employees Retirement System) bonding percentages were increased to offset the 28% loss in PERS investment funds in 2008. The PERS rate charged to the College increased from 10.24% in 2011-12 to 16.9% (\$294,664 increase) in 2012-13 to 22% (\$220,000 increase) in 2013-14. Over the last two years, the cost to the College increased \$514,664, thus offsetting any funding increases. Another challenge for the College was enrollment numbers coming in 8.4% lower than in 2011-12.

Since 2011, the College made changes to ensure financial sustainability, such as reducing positions, combining positions, and laying off faculty, staff, and administrative positions. Table 1.1 shows the changes per employee group.

Table 1.1 Changes per employee groups since 2011

	Classified	Supervisory	Faculty	Administrator
Reduced	2	1	3	
Laid off	8	4	7	2
Retired/relocated			5	

In July 2012, a new Vice President for Academic and Student Affairs (VPASA) was hired to replace the Vice President of Instruction, who left for another position, and the Dean of Student

Services, who was laid off. A new math faculty member and nursing faculty member were hired in summer 2013. The new organizational charts ([President](#), [VPASA](#), [Vice President for Finance and Operations](#), [Dean of Transfer Ed](#), [Grant Programs](#), [Dean of Workforce and Training](#), and [Dean of Students and Enrollment Management](#)) for the College show the present reporting structure at the college.

In addition to the cuts in expenditures, the College also raised new revenues to ease the budget shortage. The College receives revenue from the timber harvest of state lands in Clatsop County which it uses to pay its debt service. When the timber revenues exceed the debt service, the College rolls the excess money into the general fund. This amount is lower than in prior years, but over \$100,000 a year was placed into the general fund from timber revenues over the last couple years. The College sold a real estate asset for \$260,000 and placed the proceeds of the sale in the general fund revenues. The College also received a total of \$165,000 from grants and community partners to continue the College's nursing program at its present level. The College Foundation also contributed \$20,000 to the College for operations. The College is actively seeking revenue opportunities to increase its bottom line. Innovative opportunities such as hosting the Marine Fire and Safety Association meeting and leasing a college-owned property brought in more revenues. A coffee bar was established on the first floor of Towler Hall and the vendor pays rent to the College and the College also earns rental revenue on the Josie Peper Building. The College raised tuition from \$90 per credit hour in 2011 to \$98 per credit hour today.

Programs: In the two years since CCC's last report, the College added seven career pathways certificates; [Welding](#), [Business Professional](#), [Accounting for Business Management](#), [Entrepreneurship](#), [Communication for Business](#), [Entry Level Accounting Clerk](#), and [Historic Preservation and Restoration](#). A career pathway certificate consists of 12- 44 credits of classes, wholly contained in an AAS degree, grouped together to provide an individual with a stackable credential that leads to employment.

Strategies to reduce the budget deficit in 2011-12 included suspending programs as well as laying off personnel. The Vice President of Academic and Student Affairs worked with the deans and directors to determine the appropriate programs to suspend: suspended for 2012-13—Office Administrative Professional & Criminal Justice; and suspended for 2014-15—Sustainable Energy, Retail Management, and Professional Truck Driving. In addition, the College did not renew its contract to provide credit for the Oregon-Southern Idaho Laborers Employer's Training Trust apprenticeship program.

Service: A new grant invigorated services and programs for students. CCC was part of a statewide collaboration which was awarded a Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. This grant provides resources to support services for workers who are eligible for training under the TAA for Workers program, disadvantaged individuals, and veterans. CCC hired two career coaches to provide high touch services to students that include advising, career counseling, resume writing assistance, interviewing skills training, and other employment skills training. In addition, the grant provided funds for curriculum development to focus the content of a technical math course and purchase equipment for participating career-technical programs.

An advisor position was added to Student Services. This person assumed the main advising responsibilities for veterans attending the college. These services were reallocated when the full-time veterans' advisor was laid off two years ago.

The College recently purchased a software program called “Regroup”. This is an emergency notification software that allows the College to push emergency notifications to email accounts, voice mailboxes, and cell phones via a text message. This is an opt-in service that provides a timely notification to the campus community for emergencies or college closures.

OCCC Changes since Last Report

Since the College’s last report, Oregon Coast Community College confronted the considerable reduction in community college support funding by changes in; personnel levels, reduction in general fund support for different programs, furlough days, campus closures during summer and winter break, salary reductions, and judicious monitoring of expenditures (Table 1).

Table 1. Actions Taken in Response to Budget Shortfall from 2011-2014

	FTE reduction, or Reduced General Fund Support of Programs
Administration	Reduce by 2.5 FTE
Faculty	Reduce by .25 FTE
Classified	Reduce by .5 FTE
Small Business Development Center	Reduce general fund support by \$10,000. The General Fund support is now \$35,000.
Adult Basic Skills-GED-Adult Basic Education	Reduce general fund support to \$.65 match per \$1.00 of Federal Grant funding. The General Fund support is now \$93,000.

Additional significant events include:

- In fall 2012, the Interim President commissioned a study to evaluate OCCC operations and personnel level. Retired president of Klamath Community College (Klamath Falls), Mr. Gerald Hamilton assessed the level of service and FTE generated through student enrollment. This study indicated several options for reducing the level of FTE in administration to bring OCCC to an appropriate level of staffing.
- In 2013, classified staff organized and elected to be represented by the American Federation of Teachers-Oregon Coast United Employees, Local 6020. OCCC and Local 6020 successfully negotiated an inaugural 2 year Collective Bargaining Agreement (2013-2015). OCCC faculty and OCCC agreed in the same year to a 5-year Collective Bargaining Agreement (2013-2018).
- After being informed in August 2013 by the College that the accreditation services contract would not be renewed at the end of the 2013-2014 academic year, OCCC immediately began the process to identify another contracting college. After extensive internal and external discussions, OCCC identified Portland Community College as the institution best able to serve OCCC students and most capable of assisting OCCC through the process of independent accreditation with the Northwest Commission of Colleges and Universities (NWCCU). The detailed but timely transition process will enable OCCC to conduct a summer 2014 session in order to provide continuous educational services to the district.
- On October 16, 2013 the OCCC Board of Education approved a resolution for OCCC to seek independent accreditation through the NWCCU. (Resolution 14-10.6)

- In addition, the Board of Education granted authorization to the Interim President to begin the process of reviewing and developing a new OCCC Vision, Mission and Values statements. Core Themes will also be developed during this process. (Board Minutes 10-16-13) This is the first review of the Vision and Mission since 2006, which was not altered significantly from the original document (1988). The Task Force has developed DRAFT statements for a refreshed Vision and Mission and focus groups comprised separately of students, faculty and staff, and community members will review and provide input. The finalized DRAFT will be presented as an information item to the Board of Education at the April 2014 Board meeting, with projected adoption in May 2014.
- The executive search process is entering into the screening phase with final interviews scheduled to take place in early April 2014. The committee of 19 individuals consisting of employees, community members, and a Portland Community College representative will review and rank each of the candidates. The committee will subsequently recommend to the Board of Education which candidates are suitable for interviewing.

Response to topics previously requested by the Commission

Pursuant to the April 2011 full committee visit

As a result of the Northwest Commission on Colleges and Universities team visit of April 2011, the College received three recommendations for improvement. The College's response to these recommendations two years after receiving them is summarized below:

Recommendation 1: *The Committee recommends the College develop an integrated planning process that is inclusive, well-documented, articulates priorities, and guides decisions on resource allocations (3.A.1, 3.A.2, 3.A.4).*

Integrated Planning

The College has completed revision of its planning model, more fully integrating the College mission, its strategic goals (with priorities included), the objectives and measures of goal accomplishment, and the budgetary implications of the plan.

The development of this integrated plan began with an inclusive campus and stakeholder discussion of revisions to the College's mission statement to remove immeasurable assertions and reduce its complexity as a guiding overview. The revised mission statement, reviewed by the College Council at its February 2012 meeting and approved by the College Board on September 11, 2012, is as follows:

Our mission is to build an educational community that provides open access to quality learning opportunities that prepare the people of our region for productive participation in civic, cultural, social and economic life.

Concurrently with the development of the revised mission statement, President Galizio embarked upon a comprehensive program of collecting input for revisions to the college's core themes and strategic goals. Input to the revision process involved communication via the following methods:

- Cabinet member visits to school boards, civic groups, governmental boards, and chambers of commerce
- A "How to Contribute to the Strategic Plan at Clatsop Community College" all staff solicitation. [**Resource:** [How to Contribute to the Strategic Plan at Clatsop Community College by Oct 28.docx](#)]
- A general staff and public invitation to complete an online Strategic Planning Survey [**Resource:** [Website Strategic Planning Survey.docx](#)]
- Input sent to ideas@clatsopcc.edu

A selected group of college administrators and a College Board member categorized and organized the input received from the sources above. The resulting themes were presented at an all-staff meeting April 27, 2012. Using "clicker" technology, staff [**Resource:** [CCC Strategic Planning Staff Meeting 4-27-12.pptx](#)] communicated their collective ranking of the themes [**Resource:** [Clicker results.docx](#)].

Using the themes and the weighting results of the all-staff meeting, the college administration prepared draft core themes and strategic indicators for a June 2012 College Board workshop [**Resource:** [Clatsop Community College Core Themes Draft for June Board Workshop.docx](#) and [Draft CCC Strategic](#)

[Goals with Indicators for June Board workshop.docx](#)]. After Board discussion at the workshop, a revised set of core themes and strategic was prepared and approved by the Board on July 10, 2012 [**Resource:** [CCC Core Themes and Strategic Indicators Board Appd 7-10-12.docx](#)].

With the adoption of the revised Core Themes and of strategic indicators, the college staff solicited ideas on ways to measure them. From that input, a draft strategic plan for the 2013-2017 academic years was developed. The President's cabinet adjusted the draft on March 12, 2013, and then forwarded it to a work session of the College Board that evening, where it was further refined.

This iteration was reviewed by [College Council](#) which approved it at its April 16, 2013 meeting.

The process was completed at the college level with board adoption of the *Clatsop Community College Strategic Plan; FY2013-FY2017* [**Resource:** [2013-2017 Strategic Plan May 21 2013.docx](#)] at its May 14, 2013 regular meeting.

The plan includes institutional strategies to demonstrate accomplishment of the of College's five core themes revised as a result of the review described below in response to the Commission's Recommendation 2 and the strategic goals set in July, 2012.

The College envisions using the strategic plan to guide its budget development for the 2014-15 budget in the manner illustrated in a presentation made to the College's internal Budget Advisory Committee in January 2013 [**Resource:** [2013-14 Budget Development and Strategic Planning.pptx](#)]. While the approach was intended for developing the 2013-14 budget, the exigencies of decaying revenues left little discretionary budget flexibility to re-purpose toward those goals.

The 2014-15 financial picture is somewhat more sanguine and will permit attention to allocating resources to strategic goals, such a more robust retention support service and a placement function.

Recommendation 2: *The Committee recommends the College revisit the Core Theme Objectives and Indicators to holistically evaluate, align, correlate and integrate programs and services across College operations with respect to mission fulfillment (1.B.1, 3.B.1, 4.A.4).*

Core Theme Objectives and Indicators Revisited

The College included a review of the College's core themes concomitantly with development of its strategic plan, as described in the process of developing an integrated plan recommended by the Commission in number 1, above.

The College Board approved the following Core Themes on July 10, 2012:

Core Theme 1 – Foundational Skills

Prepare students with a foundation of the skills and abilities needed for college study and life-long learning

Core Theme 2 – Transfer

Prepare students to successfully continue their education at a bachelor degree-granting institution

Core Theme 3 – Employment

Prepare students for career employment in a global marketplace

Core Theme 4 – Business Productivity

Improve the knowledge and skills of proprietors and employees of district businesses

Core Theme 5 – Personal Enrichment

Assess the educational interests of the community and provide the resulting educational activities that are within the College's authority to provide.

The College's integrated [strategic plan](#) includes indicators and targets for each of the revised Core Themes.

Recommendation 3: *The Committee recommends the College document its assessment plan to ensure the regular and comprehensive assessment of programs, services, as well as educational courses, programs and degrees to achieve identified outcomes (4.A.2, 4.A.3, 4.A.6).*

During the Fall 2012, the new Vice President for Academic and Student Affairs renewed the college's commitment to educational assessment and strategic planning. Faculty attended work sessions during the week of in-service that included educational assessment, strategic planning, and program evaluation. Every discipline refined [educational assessment documents](#) that included goals, outcomes, measures, achievement targets, and results. Every discipline also created [strategic plans](#) to map the future direction of that discipline. All faculty members, deans, and the vice president worked together to create a new [program evaluation process and procedure](#) that would benefit each program and that would mesh with accreditation requirements to ensure that faculty would not be required to "keep doing the same work over and over". In addition, an Assessment Steering Committee (ASC) was created by the College Council. The function of the committee is to develop, coordinate, and monitor assessment of the College's strategic objectives and Core Theme Indicators in all functional areas of the college. The ASC's purpose is to develop and document a College assessment plan to ensure the regular and comprehensive assessment of programs and services, as well as educational courses, programs and degrees, to achieve outcomes identified in the College strategic plan objectives and the core theme indicators. ASC subcommittees focus on those objectives and indicators that pertain to their specific areas of focus, as well as documenting other assessment activities within those areas. Its responsibilities include

- Identifying areas requiring assessment
- Developing the College's Assessment Plan
- Coordinating the assessment activities of all college functions
- Monitoring timely implementation of the assessments identified in the College Assessment Plan
- Publishing periodic reports of assessment results (and improvement plans, when improvement is needed)
- Ensuring that documentation of iterative assessment activities is maintained and is accessible to the College community

Subcommittees of the ASC include Institutional Student Learning Outcomes (ISLOs), Instructional Program Student Outcome Assessment and Reporting, Instructional Program Effectiveness, Learning Support Services, Student Services, Campus Operations, Student Documentation of Learning, and Community Influence/Public Relations. The role of each workgroup is listed below.

- ISLOs
 - Refine the College's Institutional Student Learning Outcomes
 - Operationally refine them
 - Monitor assessment activities
 - Recommend institutional changes

- Report annually
- Instructional Program Student Outcome Assessment and Reporting
 - Monitor the program level assessment of student learning
 - Maintain a repository of assessment findings
 - Summarize the changes resulting from program assessment of student learning
 - Report annually
- Instructional Program Effectiveness
 - Advise on the development of the metrics of program effectiveness
 - Monitor the conduct of program effectiveness measurement
 - Maintain a repository of assessment findings
 - Summarize the findings and results of program effectiveness assessment actions
 - Report annually
- Learning Support Services (Library, Tutoring, CWE, Laboratories)
 - Advise on the development of metrics to assess the effectiveness of the College's learning support services
 - Monitor the implementation of assessment of those services
 - Maintain a repository of assessment findings
 - Summarize the findings and results of service area assessment actions
 - Report annually
- Student Services (Admissions, Registration, Financial Aid, LIT, PLUS, Student Activities)
 - Advise on the development of metrics to assess the effectiveness of the College's student services
 - Monitor the assessment of those services
 - Maintain a repository of assessment findings
 - Summarize the findings and results of student service area assessment actions
 - Report annually
- Campus Operations (Physical Plant, Business Office, Information Technology, Human Resources)
 - Advise on the development of metrics to assess the effectiveness of the College's campus operations services
 - Monitor the assessment of those services
 - Maintain a repository of assessment findings
 - Summarize the findings and results of service area assessment actions
 - Report annually
- Student Documentation of Learning (Student Portfolios)
 - Determine the desirability of a portfolio system for documenting student learning for student and institutional use
 - Define the characteristics of a portfolio system to document learning as source data for the assessment of the effectiveness of College services
 - Guide the adoption of such a system
 - Monitor the operation of the system
 - Report annually
- Community Influence/Public Relations
 - Advise on the development of metrics to assess the effectiveness of the College's activities to inform and influence community perception of the college
 - Monitor the assessment of those activities
 - Maintain a repository of assessment findings

- Summarize the findings and results of service area assessment actions
- Report annually

Three of the eight subcommittees produced significant work and submitted annual reports, while the other subcommittees met and are discussing their charge and working to gain consensus on metrics.

Updated Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2, and 3

2. Authority

The Clatsop Community College District was established and operates under authority granted by the Oregon State Legislature contained in Chapter 341 of the Oregon Revised Statutes. It is subject to the provisions of the Constitution of the State of Oregon, the Oregon Revised Statutes, the regulations of the Oregon State Board of Education, its own policies and the expressed will of the electorate. The College has offered courses leading to degrees and certificates since 1958.

3. Mission and Core Themes

Clatsop Community College's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The mission of Clatsop Community College is consistent with its charter as a public community college in the State of Oregon and is well-suited to the needs and character of the population in its service district. All of CCC's resources are devoted to support its educational mission and core themes.

Standard 1.A Mission

The Clatsop Community College Mission Statement (Board Approved, September 11, 2012):

Our mission is to build an educational community that provides open access to quality learning opportunities that prepare the people of our region for productive participation in civic, cultural, social and economic life.

In the discussions that led to the drafting and approval of this revised mission statement, several key concepts were identified as being important to include in any statement of the purpose of the college. Those discussions also recognized that the college mission statement should have three characteristics that would be incorporated in the final statement as follows:

- Be concise enough to contain the essential concepts in a format that can be kept in mind without reference to a document
- Avoid being exhaustive in referencing every internal and external constituency becoming a list of functions rather than a guiding purpose for those functions
- Include language that infers accessibility, that the college will be accountable for determining mission accomplishment through its strategic plan and operational decisions

The concepts considered essential for inclusion in the mission statement are represented in the adopted version. The first concept is that the college be active in accomplishment of its mission by the choice of the active verb "build."

The second essential concept is identifying an "educational community" as the focus of the college's building. It defines the contribution the college envisions for itself in the community as education through "learning opportunities." Community also implies that the college works with other

institutions in providing education, including K-12 schools, government, civic groups, and voluntary associations.

The third concept is “quality” describing the college’s commitment to representing and maintaining standards of quality in the learning opportunities it sponsors.

The fourth concept is to assure “open access” through designing systems that engage learners at their individual levels of readiness, controlling costs to lower the financial burden on learners, and providing multiple avenues for entrance to college services.

The fifth concept is that the college commits itself to build the community by preparing the “people of our region” reinforcing that the college engages individuals rather than treating students as statistical abstracts or engaging in community building through institutional solutions.

Finally, the college articulates the areas in which its quality learning opportunities prepare individuals, namely “civic, cultural, social and economic life.” Each of these areas is amenable to improvement through learning, civic through informed participation in government and associations; cultural through involvement in the arts, history, values, and traditions; social through formal and informal interactions among individuals, including human interdependence; and economic through work and financial activities.

The College’s Strategic Plan through selected representative core theme attainment strategies and associated measures will provide insight to progress on some of these essential concepts. For example, the goals and metrics associated with Core Theme 1 speak to accessibility, Core Theme 3 and job placement rates to productive economic participation, and regular evaluation of services and instructional programs to document program effectiveness to quality.

Standard 1.B Core Themes

Clatsop Community College Core Themes FY2013-FY2017 (Board Approved 7-10-12)

Core Theme 1 - Foundational Skills

- i. Prepare students with a foundation of the skills and abilities needed for college study and life-long learning
- ii.
 - a. Increase participation of Clatsop County residents without high school education
 - b. Post-Secondary remedial instruction accelerated and simultaneous with college level enrollment
- iii.
 - a. Number of students completing GEDs =200
 - b. Post-Secondary remedial Writing (95%) and Math (75%) Pass Rate
- iv. This is an objective external measure by which the effectiveness of foundation skills instruction can be assessed

Core Theme 2 - Transfer

- i. Prepare students to successfully continue their education at a bachelor degree-granting institution
- ii. Implement mandatory advising for degree-seeking students enrolling in four or more credits in a term.
- iii.
 - a. Number of students who transfer to four-year institutions = 350
 - b. Number of students completing Oregon Transfer Modules = 110
 - c. Number of students completing AAOT = 80
- iv. Oregon Achievement Compact reports
- v. This is an objective external measure by which the effectiveness of transfer instruction can be assessed

Core Theme 3 - Employment

- i. Prepare students for career employment in a global marketplace
- ii.
 - a. Include information literacy in WR121 required of all degree and certificate graduates
 - b. All college degrees and certificates include conversion between the English and the metric systems of measurement
 - c. Implement mandatory advising for degree-seeking students enrolling in four or more credits in a term.
 - d. Establish a college placement office.
- iii.
 - a. Successful completers of 4 credit WR121 demonstrate mastery of information literacy outcomes in WR121 rubric = TBD
 - b. All degree and certificate recipients demonstrate mastery of metric –English conversion outcomes = 100% (2017)
 - c.1 Number of students completing career pathways certificates = 45
 - c.2 Number of students completing Career Technical Education certificates = 55
 - c.3 Number of students completing AAS degrees = 50
 - d. Percent of students placed in employment related to college training on graduate follow-up = 90%
- iv.
 - a. Writing 121 Scoring rubric (to be updated with 4 credit conversion)
 - b. Program Outcomes and outcomes assessment
 - c. Oregon Achievement Compact reports
 - d. Graduate Follow-up Survey
- v.
 - a. The rubric will be based upon State Joint Boards Articulation Committee (JBAC) Information literacy outcomes adopted 2010
 - b. The math department will operationally define English-metric conversion outcomes for program adoption
 - c. This is an objective external measure by which the effectiveness of career instruction can be assessed
 - d. The college graduate follow-up survey is a web-based survey in its third year

Core Theme 4 - Business Productivity

- i. Improve the knowledge and skills of proprietors and employees of district businesses
- ii. Develop/implement a marketing plan that assesses community interests then identifies/motivates target audiences to enroll

- iii.
 - a. Number of CTE Supplemental training sections provided = 300 sections @ 12 std/sec
 - b. Number of business proprietors obtaining assistance from the College's Small Business Development Center (SBDC) = 266
 - c. Number of SBDC training attendees / training events = 644/55
- iv. These are objective counts that reflect the effectiveness of the marketing plan

Core Theme 5 - Personal Enrichment

- i. Assess the educational interests of the community and provide the resulting educational activities that are within the College's authority to provide
- ii. Develop/implement a marketing plan that assesses community interests then identifies/motivates target audiences to enroll
- iii. Ratio of community education sections with enrollment to sections offered = 80%
- iv. Count of the number of community education sections operated divided by the number of sections offered.
- v. This is a measure of whether services offered are those the community will use instead of offering "trial balloons" which divert coordination efforts from likely offerings.

Chapter Two: Resources and Capacity

Eligibility Requirements

In Year Three, the Commission requires responses to Eligibility Requirements four through twenty one:

4. Operational focus and Independence. Clatsop Community College's programs and services primarily involve higher education. The College was established in 1958 by the Oregon Legislature and is one of the oldest of the 17 community colleges in the state. [ORS Chapter 341](#) establishes the State Board of Education with general supervisory responsibility for the state public school districts, community colleges and educational service districts. All of these agencies have separate governing bodies responsible for transacting business within their jurisdiction. The [Community College and Workforce Development Agency](#) (CCWD) works with a network of 17 community colleges, seven local workforce areas, community-based organizations, and other partnerships to implement policies, procedures, and program priorities consistent with policy established by the State Board of Education and the Commissioner of Community Colleges and Workforce Development. CCWD also collaborates with the Oregon Workforce Investment Board (OWIB) to develop recommendations to the Governor on workforce issues. The Department of Community Colleges and Workforce Development (CCWD) and the State Board of Education distribute state aid to community colleges, approve new programs and courses, and adopt rules for the general governance of community colleges. CCWD also works with the community colleges to prepare five-year capital plans for new construction, remodeling, maintenance, equipment, and ADA project needs. CCWD forwards these plans to the State Board of Education who will go forth to the legislature and request appropriations for these plans. CCC operates within the framework established by CCWD and the State Board of Education. The [CCC Board of Education](#) is elected by the district voters and is responsible for policy making as well as general supervision and control of the college. CCC is expected to operate as an independent public institute of higher education determining and managing its programs and services, while meeting the Commission's standards and eligibility requirements.

The 2013-14 academic year is a transition year for the State of Oregon. A new state governance structure will be implemented in July 2014. This structure places the Oregon Education Investment Board at the top of the hierarchy with the [Higher Education Coordinating Commission](#) next. CCWD and the Oregon University System office will be governed by the Higher Education Coordination Commission.

5. Nondiscrimination. Clatsop Community [College's Values](#) (Caring, Collaboration, Creativity, Diversity, and Integrity) embodies the College's commitment to create a culture among employees and students alike that values nondiscrimination, inclusiveness, respect, caring, collaboration, honesty, and global citizenship. The college leads the way for valuing diversity and living its values through its nondiscrimination policies, practices, and services including admissions, recruitment, employment, and educational programs. The College also adheres to all state and federal nondiscrimination laws and regulations. ([OAR 589: Division 10](#)) The [College's nondiscrimination policy](#) states that discrimination is prohibited with regard to race, creed, color, national origin, gender, religious preference, sexual orientation, the presence of any sensory, mental, or physical disability, use of a service animal by a person with a disability, political opinions or affiliations, or any other population designated by statute. The college's Director of Human Resource coordinates college policies, procedures, and practices for

equal employment opportunity and nondiscrimination to comply with all federal and state laws. The Director of Human Resources is also responsible for responding to nondiscrimination or equal opportunity complaints or claims.

6. Institutional Integrity. Clatsop Community College operates with integrity and a high ethical standard. The College follows state accounting laws pertaining to public institutions ([ORS chpt 261-304](#)) and federal laws for grant administration--Education Department General Administrative Regulations (EDGAR) (Title 34 CFR, Parts 74-86 and 94-99). In addition to following state and federal accounting laws, the College's Board of Education established a culture of respect through policies outlining responsibilities of Board members and employees such as Board Ethics ([1.305](#)), Staff Ethics ([4.905](#)), and Staff Conflict of Interest ([4.910](#)). The Board also established policies for other situations such as complaint and sexual harassment procedures.

7. Governing Board. Clatsop Community College's [Board of Education](#) consists of seven members—one member at large and six members elected by the electors of college district zones that are nearly as equal in population as possible. The Board Chair and Vice Chair are elected annually, usually at the last meeting of the academic year in June. The Board acts as the governing body for the college, adopting policies to ensure quality educational programs and services as well as financial sustainability. [Oregon revised statutes](#) and [Board policies](#) forbid college employees from serving on the Board. The Board regularly reviews data pertaining to college activities to ensure quality and integrity as well as achievement of [mission](#), [strategic goals](#), and [core themes](#).

8. Chief Executive Officer. The President of Clatsop Community College is Dr. Lawrence Galizio, who was appointed by the College's Board of Education after a national search. His full-time responsibility is to the college.

9. Administration. Clatsop Community College employs a sufficient number of qualified administrators who provide effective leadership and management for the College. The President supervises two Vice Presidents, the Director of Research and Planning, and the Director of the Small Business Development Center. The Vice Presidents supervise deans, directors, managers, and other personnel to fulfill the College's Mission and Core Themes. ([President](#), [VPASA](#), [Vice President for Finance and Operations](#), [Dean of Transfer Ed](#), [Grant Programs](#), [Dean of Workforce and Training](#), and [Dean of Students and Enrollment Management](#))The College uses open, [competitive recruitment](#) processes to hire administrators—all of whom meet the qualifications for their positions. Administrators, deans, directors, and other managers are [evaluated annually](#) by their supervisor using a process developed by the Human Resources Department. These evaluations assess their success in meeting annual goals as well as the College's Mission and Core Themes.

10. Faculty. Consistent with its Mission and Core Themes, Clatsop Community College employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered. In 2012-13 Clatsop Community College employed 27 full-time and 111 part-time faculty. When hiring new full-time faculty members, faculty, instructional administrators, and staff review qualifications of all candidates. Instructional administrators and the director of human resources review qualifications of all part-time faculty candidates. Official transcripts of all faculty members are required when the faculty member is hired at the college and the transcripts are maintained in the Human Resources department in accordance with state law. The College publishes the credentials of full-time faculty in its annual

[catalog](#). Full-time faculty members are evaluated in a regular, systematic, substantive, and collegial manner. Part-time faculty members are also evaluated in a systematic, substantive, and collegial manner. The evaluation process includes timelines, procedures, specific criteria for various evaluation aspects, and effectiveness rubrics. The continuous feedback loop generated by the faculty evaluation system is part of the College's continuous quality improvement system. Faculty members are provided copies of all primary evaluation materials.

11. Educational Program. Clatsop Community College's education programs reflect the industries, businesses, and needs of the district's community, allowing the College to accomplish its mission and core themes. The programs contain appropriate content and academic rigor as required by statewide standards ([AAOT](#), [ASOT—JBAC requirements](#)), state accrediting agencies ([Nursing- OSBN](#)), national approving agencies ([Welding- AWS standards](#), [Maritime- Coast Guard](#)), and national guidelines ([Auto- NATEF](#)). All programs have program-level and course-level student learning outcomes that lead to career pathway certificates, certificates, and associate degrees. The College also offers instruction in [Adult Basic Skills](#) to meet the needs of students seeking to complete a GED. Students also receive instruction in learning the English language. Degrees offered at Clatsop Community College include the [Associate of Arts--Oregon Transfer](#); [Associate of Science--Oregon Transfer, Business](#); [Associate of General Studies](#); and Associate of Applied Science in [Vessel Operations](#), [Fire Science](#), [Automotive](#), [Accounting Technician](#), [Business Management](#), [Early Childhood Education](#), [Historic Preservation and Restoration](#), and [Nursing](#). Certificates offered at Clatsop Community College include AWS Entry-level Welder, Automotive technician, business professional, CADD technician, Early Childhood Education, Historic Preservation and restoration, medical Assistant, Practical nurse, and Seamanship.

12. General Education and Related Instruction. Academic and transfer degrees offered by Clatsop Community College require a substantial and coherent component of general education. The AAOT and ASOT general education requirements are based on standards adopted by [Joint Boards Articulation Committee](#). JBAC put forth intended student outcomes, general, and distribution requirements for these degrees. The general requirements include courses in writing, math, oral communication, and health/wellness/fitness while the distribution requirements include content and methods from arts and letters, mathematics/science, social science, and cultural literacy. Listings of Clatsop Community College classes that count for the [distribution requirements](#) are published in the catalog. All career technical degrees and certificates of 45 credits or more also contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations. All related instruction aligns with and supports program outcomes. The Nursing program is a restricted entry program that requires several prerequisite courses, an application, and acceptance into the program.

13. Library and Information Resources. Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered. The library added an academic collection of about 80,000 eBooks, streaming video, and updated DVDs to its collection in support of college programs. It continues to provide access through the [library website](#) to a host of online periodical databases from on and off campus, both multi-disciplinary and discipline-specific. The library's vibrant online and physical collection combined with its participation in the Chinook Library Network and the Orbis Cascade ILL system provide students in all programs of the college with relevant and timely information resources. In doing so it supports the College's Core Theme I – Foundational Skills, and Core Theme 2 – Transfer, by providing essential resources to students at all levels as they progress through college.

14. Physical and technological infrastructure. Clatsop Community College maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to support its educational programs, Core Themes, and Mission. Clatsop Community College maintains three campuses—[Main Campus](#), [South County Campus](#), and the [Marine and Environmental Research and Training Station \(MERTS\)](#) campus. The College regularly reviews its facilities [Master Plan](#) and uses this plan to guide campus development.

CCC maintains in excess of 500 desktop and laptop computers for use in student labs, kiosks, classrooms, and staff/faculty offices. Most classrooms are outfitted with a computer and a ceiling mounted projector, which allow for presentation of teaching materials, internet access, and the ability to play DVD's or streaming media. All full-time employees have a computer and part-time staff has shared access to a computer. For most employees, the College purchases HP computers with at least 2 gigabyte ram capacity. Some employees who work with graphics have Macintosh instead. The College also purchases iPads for senior administrators and Information Technology supports these as well. Wireless access is available in all interior spaces on all campuses, as well as many outdoor areas and is widely used. All technology is regularly reviewed and updated as needed.

15. Academic Freedom. CCC provides an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. The Board of Education approved [policy](#) states, "Clatsop Community College employees are entitled to and responsible for protecting academic freedom in the classroom and in other instructional contexts. They should encourage examination of controversial issues that are germane to the academic area and consider multiple points of view. Students should be free from coercion as they form and support their own reasoned opinions." The [full-time faculty collective bargaining agreement](#) also contains a section on academic freedom that is based on the statement of the Association of American Colleges and Universities on Academic Freedom in Article 4.D.

16. Admissions. Clatsop Community College is an open access public institute of higher education that publishes its [student admission policy](#) which specifies the characteristics and qualifications appropriate for its programs. The College adheres to that policy in its admission procedures and practices which can be found in its college catalog and on its website. Students can be admitted to the college if the applicant is 18 years of age or older, possessing a high school diploma or GED, and can profit from the instruction. If the individual wishing to attend the college is less than 18 years old, criteria for his/her attendance are outlined in Policy [6.015P2](#).

17. Public Information. Clatsop Community College's catalog and website are current and contain accurate information regarding: its [mission](#) and [core themes](#); [admission requirements](#) and [procedures](#); [grading policy](#) and [procedures](#); information on [academic programs](#) and courses; names, titles and academic credentials of [administrators \(pp. 122-123\)](#) and [faculty \(pp.119-120\)](#); rules and regulations for [student conduct](#); [rights and responsibilities of students](#); [tuition fees](#), and [other program costs](#); [refund policies and procedures](#); opportunities and requirements for [financial aid](#); and the [academic calendar](#). The College's catalog and website are updated annually through a collaborative process where content owners delete old outdated information, add new information, and update old information. The college catalog is posted on the website for the public, students, and college employees. For more information, please see related standards, especially 2.D.5.

18. Financial Resources. Clatsop Community had traditionally enjoyed a history of financial stability from conservative fiscal activities with sufficient cash flow and reserves to support its programs and services. The economic downturn and lower state funding required CCC to tap into its reserves for operations. CCC receives funds to support its programs through the following sources: [state funding](#) at \$995/full-time equivalent student, tuition (\$98/credit at this time), fees(vary per course), [property taxes](#) (from Clatsop County) and [timber tax revenue](#) (from sale of timber harvested in the state forests in Clatsop County). The state funds, tuition, fees, and property tax are used to pay for college operations while the timber tax revenue is used to pay for the College's debt service. Any timber tax revenue, above the amount needed for the debt service, is collapsed into the general fund and used to build the College's reserves and/or for operating expenses.

The College realistically plans for its use of all revenue through its [annual budget](#). The budgeting process is a collaborative process where all stakeholders have conversations about expenditures and projected revenue. The College and all college departments have [strategic plans](#) to support the College's Mission and Core Themes. In the [College's strategic plan](#), the Board set the following goal and objectives:

"Improve the Vitality and Stability of the College

1. Increase general fund ending balance to 15 percent of General Fund
2. Increase non-general fund revenue by 20 percent (exclusive of Financial Aid flow-through)
3. Increase tuition-paying student enrollment (FTE) by 3 percent each year."

19. Financial Accountability. CCC prepares a [Comprehensive Annual Financial Report \(CAFR\)](#) and is audited annually by authorized municipal accountants as required by [ORS 341.709](#). Clatsop has historically received the highest level of assurance, an unqualified opinion, although the June 30, 2012 report was a qualified opinion on the financial statements due to the Foundation, a component unit, receiving a review rather than an audit. The fiscal year in Oregon begin on July 1st and ends on June 30th. At the end of each fiscal year, an external auditor visits the college in July and begins the audit process. The auditor for the year ending June 30, 2013 was [CliftonLarsonAllen](#) LLP. All funds are included in this audit. The June 30, [2013 financial statements](#) including findings and management letter recommendations were presented by CliftonLarsonAllen LLP to the Board of Education on January 14, 2013. Audit extensions were requested and granted the past three years with all filings being timely by March 31st of each year. Filing by December 31st is a goal for the FY14 financial statements. An unqualified opinion was received for the June 30, 2013 CAFR. The College administration reviews audit recommendations and makes changes in the college's operating procedures to ensure compliance and confirm the CCC's commitment to excellence.

20. Disclosure. The College President appointed the Vice President of Academic and Student Affairs as the Accreditation Liaison Officer (ALO). The ALO is responsible for ensuring that all Commission-required information is provided accurately and in a timely fashion, including annual reports to the Commission. College personnel review all Commission-required documents to ensure that they accurately represent the performance of the College so that the Commission can carry out its evaluation and accreditation functions.

21. Relationship with the Accreditation Commission. The College accepts and agrees to comply with the standards and policies of the Commission. The College agrees that the Commission may, at its

discretion, make known the nature of any action, positive or negative, regarding OC's status with the Commission to any agency or members of the public requesting such information. Further, the College publishes [accreditation self-studies](#) and recent evaluations on its website.

Standard 2.A Governance

Governance

[2.A.1] Clatsop Community College implements an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes include the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

The [Clatsop Community College \(CCC\) Board of Education](#) is the governing body of the College pursuant to [OAR \(Oregon Administrative Rules\) Chapter 341](#). The primary duty of the Board under OAR Chapter 341 is to adopt policies for the general governance of Clatsop Community College. The CCC Board utilizes policy governance to provide overarching direction for the College. The [Board's primary responsibility](#) is to establish policies, purposes, programs, and procedures that will foster student and institutional success. The Board is charged with accomplishing this while also being responsible for effective stewardship of available resources. The Board fulfills these responsibilities functioning primarily as a legislative body which formulates and adopts policy, selects a chief operating officer (i.e., College President) to implement policy, and assesses performance and results. Notably, the Board carries out its functions [openly and with active participation](#) from students, staff and the public for its decision-making processes.

The College Board consists of [seven members nominated by zone and elected At-Large](#). Board members are required to live in the zones they represent, yet are selected in At-Large elections. Quadrennial elections for Board members ensure adequate representation of the public interest. Active College employees are not eligible to serve on the Board; however the current Board includes a former CCC Faculty member. Procedures for ensuring continuity and the mechanisms for affecting changes in Board membership comply with ORS Chapter 341.

The College documents all sanctioned policies and procedures concerning governance. All Board [policies](#) are publicly available on the College's Website, as well as on its Intranet (SharePoint) site. The College President serves as the [Clerk of the Board](#) and has the responsibility of implementing policies as directed by the Board. Together with faculty and staff collective bargaining agreements, these laws and policies define the system of governance at Clatsop Community College.

The College operates through a [shared governance \(Employee Handbook p. 37\)](#) structure. The concept of shared governance is to share involvement in decision making in a climate of mutual trust and respect among those who will be affected by the decision, i.e. administrators, faculty, classified, service and supervisory, and students alike. The goal of shared governance at CCC is to reach solutions that are made better through the expertise of the participants and made more acceptable through the shared process. Campus committees that assist in the work of the College include

- College Council
- Instructional Council

- Assessment Steering Committee
- Faculty Development Committee
- Classification Committee
- Safety Committee
- Sick Leave Bank Committee
- Technology Committee
- Financial Aid Issues Committee
- IOU Committee—Isms, Obias, and Us (Diversity Committee)
- Student Discipline Committee
- Budget Advisory Committee
- President’s Cabinet Meeting
- Monthly Open Meetings with College Staff
- Individual Meetings with students, faculty and staff
- Board meetings that include the Associated Student Government President as a non-voting member of the panel

Other relevant ORS statutes provide further detail concerning specific roles and responsibilities:

[ORS 341.290](#) describes the scope of authority and responsibility for each college district’s local board and grants the board the authority to establish district policies and procedures.

The Board’s general powers and rules are described in [Board Policy 1.205](#). The policy states, “The Board of Directors, in keeping with the requirements of Oregon law and the rules and regulations set by the State governing board, shall provide community college services for the community, establish and administer general policies for the operation of Clatsop Community College, and act as a general agent of the State in carrying out the will of the College in the matter of public education.”

[Board Policy 1.220](#) (Policy Development, Adoption, and Revision) explains, “The Board of Directors has the authority and responsibility to establish policy. The formulation and adoption of policies, recorded in writing, will constitute the basic method by which the Board will exercise its leadership in the operation of the College system.”

The [College Council](#) serves as the primary planning and policy body providing representative input and expertise on organizational actions, procedures, and policies being considered, formulated and proposed. Moreover, the Council serves as the principle institutional representative and consultant to the president in the development and maintenance of institutional policies and procedures.

College-wide procedures and guidelines are available electronically on the College’s Intranet under “Policies and Procedures.” Clatsop Community College’s Board of Directors strives to maintain open channels of communication with college staff. The primary line of communication, however, remains through the College President.

An overview of the organizational structure of the College is provided in this high level [organizational chart](#). These additional organizational charts show the departments that report to the [Vice President of Finance and Operations](#) and the [Vice President for Academic and Student Affairs](#).

Clatsop Community College has a multilayered committee system that allows employees throughout the college to provide input. Community members, faculty, staff, administration, and

students can provide input to college-wide decisions and matters in which they are interested at monthly Board of Education meetings. Other venues where college employees can provide input include President's Cabinet, College Council, monthly meetings with the President, Faculty meetings with the Vice President of Academic and Student Affairs, department meetings with the Vice President of Finance and Operations, Instructional Council, Educational Assessment Oversight committees, Budget Advisory Task Force Committee, Budget Committee, Associated Student Government meetings, Faculty Association meetings, Part-time Faculty Association meetings, and Classified Association meetings. Some concerns flow through the Vice Presidents to the President, then to the Board of Education. Input is also received from public members through career-technical education advisory committees.

Oregon Coast Community College Governance

Oregon Coast Community College (OCCC) in Lincoln County, Oregon currently contracts with Clatsop Community College (now referred to as the College) to utilize the College's accreditation status in compliance with NWCCU's Policy A-6; Contractual Relationships with Organizations Not Regionally Accredited. Such contractual relationship is also approved under Oregon Revised Statutes ([ORS 341.440](#)). The OCCC Faculty Handbook 2013-2014 provides a broad dissemination of this statement of relationship, "Oregon Coast Community College is a publicly-funded, two-year community college that derives its accreditation status through its contracting college." ([OCCC Faculty Handbook, page 5](#)).

ORS 341.019 states that all areas within this state shall be served by a community college district. Such services may be provided either: (a) Directly by formation of a community college district; or (b) Indirectly by contract with an existing community college district. The Oregon Department of Community Colleges and Workforce Development shall fix responsibility for serving each area that is not within a community college district. Where feasible, each area shall be a whole county or a group of counties or that part of a county not already in a community college district.

Prior to the contractual agreement with the College (2010-present) Oregon Coast contracted with Linn-Benton Community College (1987-1988), Portland Community College (1988-1997) and Chemeketa Community College (1997-2010). In August 2013, Oregon Coast Community College was informed that the contractual agreement will not be renewed by The College after June 30, 2014. OCCC is currently seeking another contracting college for the 2014-2015 academic year and beyond.

ORS Chapter 341 also establishes the governance, structure, roles and responsibilities of the Oregon Coast Community College's Board of Education and the President. Delegation of administrative authority from the Board to the President is authorized by Board of Education Policy 255 that states that "The Board of Education shall delegate its authority for administering the laws and policies governing Oregon Coast Community College to the President..." ([Board of Education-Policy 255](#))

The organizational chart reinforces this clearly defined role and reporting structure. The President reports directly to the Board of Education and who is, in turn, supported by several directors who oversee distinct functional areas of the college ([OCCC Organizational Chart](#)).

Involvement between the Board of Education and stakeholders occurs through several different venues. Engagement with the Board of Education can occur during regularly scheduled Board meetings held on the third Wednesday of each month. Public participation is further invited by a Board Policy that states, "The public is invited to attend and participate in Board of Education meetings, with the exception of the Executive Sessions. Public communication will be a regular agenda item." ([Board of Education Policy-220](#)).

Additionally Board of Education Policy 221 states, “The Board desires citizens of the District to attend its sessions so that they may become better acquainted with the operations and programs of the College and that the Board may have the opportunity to hear the wishes and ideas of the public. All official meetings of the Board shall be open to the press and public.” Board of Education Policy also provides a means by which a topic can be placed on the Board meeting agenda ([Board of Education Policy-222](#)).

The Board of Education agenda allows for input from students, college employees, and the general public. Each of the mentioned groups has participated directly at the Board of Education meetings over the past year. This venue for communication also allows for either oral comment, or written “testimony” read by a third party. Public comment is also encouraged during budget meetings and budget hearing ([Budget Meeting Minutes-June 19, 2013](#)).

Faculty, staff and students are also invited to provide input during all-campus forums that are held during the budgeting process ([Budget Forum Invitation-February 2013](#)). Input via email submission has also been solicited from OCCC employees who could not attend the face to face sessions.

The Council of Curriculum and Instruction (CCI), which meets monthly throughout the academic year, provides another means for faculty and staff to voice their perspectives. The CCI reviews and develops academic policies, procedures and regulations related to admissions, assessment and student placement, standards of conduct and other academic matters. This body also reviews new courses and curriculum changes before review by the College. This process ensures that the proposed changes are consistent with instructional effectiveness and college mission. Agendas, meeting minutes and handouts are available for viewing at ([Council of Curriculum and Instruction](#)).

Further access to providing input about college related issues include the twice a month mandatory meeting between college directors and the President. The President also meets weekly with the Executive Team. Besides area up-dates, pertinent issues are discussed and information is gathered through these meetings. This process enables directors to contribute their unique perspective and insight during the decision making process.

Students also have opportunity to share their perspective with faculty, staff or administration. A student comment drop box is managed by the Associated Student Government and is available in the Student Commons. Student comments can be made anonymously and are forwarded to the most appropriate party.

Oregon Coast Community College’s Board of Education is currently conducting an executive search. The OCCC Board of Education has contracted with Oregon School Board Association to conduct the presidential search and Dr. Jon Carnahan has been appointed to work directly with the Board of Education, Lincoln county constituents and college employees. Approximately 70 general public, faculty and staff, and students provided input to the Board of Education regarding the characteristics, criteria and attributes desired of the next OCCC president ([Board Meeting Minutes-November 20, 2013](#)). A screening committee of 19 individuals will assist in determining the pool of finalists to be interviewed by the Board of Education.

[2.A.2] Clatsop Community College is not part of a multi-unit governance system.

Oregon Coast Community College:

Oregon community colleges are not unified as a typical “system” that is present in other states. Oregon Coast Community College service district was established in 1987 by a vote of registered voters in

Lincoln County. Once created, policy guidance was initially provided by the State Board of Education. Now that function is administered by the Oregon Department of Community College and Workforce Development.

[2.A.3] Clatsop Community College monitors its compliance with the Commission's Standards for Accreditation including the impact of collective bargaining agreements, legislative actions, and external mandates. Clatsop Community College currently negotiates three separate contracts with its employees—full-time faculty, part-time faculty, and classified staff. During negotiations, the negotiation teams discuss changes with the Director of Human Resources and the Accreditation Liaison Officer to ensure changes do not adversely impact NWCCU Standards. The Vice President of Academic and Student Affairs is the College's Accreditation Liaison Officer and she also reviews changes to the collective bargaining agreement changes that could affect NWCCU Standards.

The President and administration communicate legislative actions that could impact the College's mission and/or operations as well as the NWCCU Standards for Accreditation. For example, the [governance structure](#) for higher education in Oregon is changing drastically on July 1, 2014. This change is also being reflected in a push for the community colleges to receive state funding through an outcomes-based (graduation and milestones) funding formula. The current formula is based solely on student FTE, so this will be a major change that could impact the operations of the college if the College's portion of state funding is significantly reduced. The President is on the subcommittee of Oregon's community college presidents working on this issue. After each legislative session, the Oregon Community College Association representative presents a summary of legislation that passed the legislature for that session and the impact of the legislation on community colleges. All external mandates would originate in the legislative session.

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From 1987, the initial year of operation, to the summer of 2010, Oregon Coast Community College leased various classrooms and office spaces throughout Lincoln County. With the successful bond measure passage in 2004, Oregon Coast Community College constructed college facilities in three locations (Lincoln City, Newport and Waldport).

During this phase of OCCC development, the Board of Education was focused on passage of the General Obligation bond, subsequent construction of college facilities, and establishing operations within the new campus setting. Reviewing and considering a redevelopment of the vision, mission (core themes) and values were not considered at that time. OCCC did develop six Strategic Themes ([OCCC Strategic Themes](#)).

In 2006 OCCC revised its original mission statement to state, "To provide personalized service for individuals, for community and for business and industry" ([OCCC Mission Statement](#)).

During the October 16, 2013 Board of Education meeting, the Board authorized the President to assemble college stakeholders for the purpose of developing a draft revision of the College's vision, mission (core themes) and values statements. The recommendation to review these guiding documents was echoed by many of the 50 participants in the fall 2013 In-Service. A frequent and passionate comment reflected the desire and willingness to contribute towards a new vision and mission document that better reflects Oregon Coast Community College ([Board Meeting Minutes-October 16, 2013](#)).

OCCC has convened a task force of engaging faculty and staff to identify: vision, mission (core themes) and values redevelopment. This facilitated process is anticipated to be completed in spring 2014 ([Scope of Work](#)). This work also focuses the College's effort to align with the NWCCU Standard One - Mission and Core Themes.

OCCC also aligns its faculty hiring criteria, credit course content, and course credit load and graduation requirements with the College.

Governing Board

[2.A.4] Clatsop Community College has a functioning governing board consisting of at seven voting members, a majority of whom have no contractual, employment, or financial interest in the institution. The roles, responsibilities, and authority of the Board of Education are clearly defined, widely communicated, and broadly understood.

Unlike its neighbors to the north and south, Oregon does not have a "system" of community colleges. Rather, local districts are established by elections of the citizens within the geographical boundaries of the proposed community college service area. [Oregon law](#) proscribes the process by which a district is created, and, if created, provides the policy guidance (by the [State Board of Education](#) until July 1, 2014 when community colleges migrate to the [Higher Education Coordinating Commission](#)) and administrative guidance for the Oregon Department of Community Colleges and Workforce Development (CCWD). Importantly, governance of the district is the province of the locally elected district Board of Directors. In terms of District governance, there is no requirement for the College's locally elected Board to report either to the State Board of Education or Department of Community Colleges and Workforce Development.

The Clatsop Community College Board of Education is the governing body of the CCC District pursuant to [ORS 341](#). ORS 341.290 describes the responsibilities and authorities of the local board of a community college district. [Oregon Administrative Rules Chapter 589](#) describes implementation of statutory requirements applicable to community colleges statewide in those areas not reserved to the authority of each district's local Board. The CCC Board has seven voting members. Each Board member is elected by the citizens of that particular zone and serves as a volunteer. Duties and responsibilities for Board members are further defined in [Board Policy 1.205](#) (Board General Powers and Rules).

The College does offer reimbursement for reasonable expenses when Board members are engaged in college business. No Board member has a contractual, employment, or financial interest in the College. Each Board member must commit to the Board Code of Ethics as described in [Board Policy 1.305](#). In addition, each Board member is subject to Oregon law on conflict of interest and government ethics as defined in ORS Chapter 244. CCC's Conflict of Interest Policy for Board members is described in [Board Policy 1.310](#).

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The Oregon Coast Community College (OCCC) Board of Education consists of 7 publically elected members who represent distinct zones within the community college service district of Lincoln, County, Oregon. These board members do not receive compensation or gain financially by their service to the college, but serve as volunteer electorates.

The Board of Education adopted a policy that makes clear the duties of board officers including the President ([Board of Education Policy-225](#)). [ORS 341.275\(2\)](#) further identifies that “No person who is an employee of the community college district shall be eligible to serve as a member of the board for the district by which the employee is employed”. This language is integrated verbatim into Board of Education Policy ([Board of Education-Policy 205](#)). Board of Education Policy further clarifies that “board members do not receive compensation, but are allowed the actual and necessary expenses incurred in the performance of their duties” ([Board of Education-Policy 215](#) and [ORS 341.283\(6\)](#)).

The Board of Education adopted a conflict of interest policy in accordance with Oregon Revised Statutes that defines appropriate actions to be taken by a public official when a conflict of interest occurs ([ORS 244.320](#) and [Board of Education-Policy 784](#)). Board members have publically excused themselves by abstaining from voting on an issue to avoid real or perceived conflict of interest.

The OCCC Board of Education meets monthly on the third Wednesday and each meeting is announced in the local media and on the OCCC website. The Board is legally in session when a quorum is established (4 members present). Adjustments to the regular meeting schedule are accommodated through Board of Education Policy 230 which states that “The Chair of the Board, in consultation with the President, may cancel or reschedule a regularly scheduled Board meeting.” This policy also allows for the scheduling of a special meeting, “convened by the order of the Chair of the Board or upon the request of four Board members at least 24 hours before such meeting is to be held, or by common consent of the Board members” ([Board of Education-Policy 205](#) and [Board of Education-Policy 230](#)). These policies are posted on the College’s website and are available for viewing by appointment in the administrative office.

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

No member or subcommittee of the Board acts on behalf of the Board except by formal delegation of authority by the Board. [Board Policy 1.215](#) (Individual Board Member’s Authority and Responsibilities) specifies that Board members have authority only when acting as a Board legally in session. The Board is legally in session only if a quorum is present.

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Board of Education-Policy 205, section 3 indicates that “The Board cannot be bound in any way by statements or actions by individual Board members or employees except when such a statement or action is to carry out Board directives or policy.” This policy ensures that the Board functions as a committee.

The committee function of the Board of Education is further reinforced in the same policy as “...members of the Board are without authority to act independently as individuals in official matters” ([Board of Education-Policy 205](#)). As such, no single individual acts on behalf of the Board unless prior and legal authorization is granted by a quorum. A quorum is defined in as “A majority of the Board members shall constitute a quorum” and aligns with ORS 341.283(3) ([Board of Education-Policy 240](#)).

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

The CCC Board is actively involved in establishing, regularly reviewing, revising as necessary and exercising broad oversight of institutional policies, including those regarding its own organization and

operation. The Board regularly reviews its [policies](#). All new policies go through an approval process through various college committees, with College Council review and approval necessary before the policies go to the Board for approval. Just recently, the [Mother Friendly Workplace policy](#) and [procedure](#) for the college was approved by the Board. This year the college's instructional policies are being revised and should find their way to the Board for their approval by the end of the academic year. Last year, the Board reviewed all [policies](#) regarding its operation and organization.

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Many of the current Board of Education policies were adopted in 1987, the first year of college operation, with additional policies being added or revised during the mid-1990s. In 2012, the Board of Education directed the interim President to review Board policies and process is underway.

Recently the Board of Education adopted policies addressing; Veteran's Waiver (adopted: 12/6/2012), Child Protection (adopted: 1/16/2013) and Integrated Pest Management (adopted: 6/20/2013). Each proposed policy is first presented as an information item during a regularly scheduled Board meeting. The Board then provides input and any suggested revision. Modifications are presented as an action item at the next scheduled meeting. If a motion to adopt the policy is made and seconded, a vote to adopt the new policy takes place.

[2.A.7] The CCC Board selects and regularly evaluates a chief executive officer (the President of the college) who is accountable for the operation of the institution. It delegates authority and responsibility to the President to implement and administer board-approved policies related to the operation of the institution.

In accordance with [ORS Chapter 341.290](#), the board of education of a community college district is allowed to "...employ administrative officers, professional personnel and other employees, define their duties, terms and conditions of employment and prescribe compensation...". The Clatsop Community College Board of Education created policies (Board Policy [2.015](#), [2.020](#), [2.035](#)) to govern the recruitment, appointment, compensation and benefits, and evaluation for the President of the college. Through [Board Policy 2.010](#), the Board delegates general supervision of all college programs, personnel, and activities of the college to the President. The President is responsible for college operations and is accountable to the Board for such.

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The OCCC Board of Education policy 205, section 4a identifies as a Board duty, "To select and appoint the President", who then shall be delegated the authority for administering the laws and policies governing the college ([Board of Education-Policy 205, 4a](#)). OCCC's Chief Executive Officer" is the President in accordance with Board of Education policy ([Board of Education-Policy 300](#)). The relationship between the Board of Education and the President is clarified in Board Policy 250 to include; a reciprocating supportive relationship, priority on welfare of OCCC, maximize the flow of information to the Board, tolerance of differences of opinion and clear delineation of Board and President functions ([Board of Education-Policy 250](#)).

In November 2011, the OCCC Board appointed the current Interim President for a two year period. An initial annual performance review was conducted in October 2012 in accordance to ORS 341.

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

The Board conducts an annual self-evaluation where Board members submit individual response to the self-evaluation questions which are then analyzed and discussed at the annual board retreat. The answers to the questions help formulate the [Board's goals](#) for the coming academic year (2013-14).

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The most recent Board of Education retreat was convened on October 6, 2012 and facilitated by Board member, Ms. Chris Chandler.

In July 2012, new Board of Education member, Ms. Lynn Nelson attended an Oregon Community College Association New Board Member Training. In an effort to promote greater efficiency and execution of duties two of the newest Board members attended the annual Oregon Community College Association Conference on October 24-26, 2013.

There is not a Board policy or practice regarding regular self-evaluation or self-assessment of effectiveness or efficiency in executing Board of Education duties and responsibilities.

Leadership and Management

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

Clatsop Community College's overall [administrative structure](#) is clearly defined and supports college activities that fulfill its mission, core themes, and strategic planning goals. The President's direct reports include the [Vice President of Finance and Operations](#), [Vice President of Academic and Student Affairs](#), [Dean of Transfer Education/Director of Institutional Research](#), [Small Business Development Center Manager](#) and Director of College Advancement. All college administrators and supervisory personnel have appropriate degrees and/or many years of experience for their positions. All administrative and supervisory personnel are held accountable for their job performance through an annual evaluation system. This evaluation tracks employee progress towards current year goals, then sets new goals for the coming year. The evaluation process includes a written, oral, and self-evaluation. Evaluation metrics for administrators include leadership effectiveness as well as accomplishment of the College's mission and core theme objectives.

Performance responsibilities of administrators include planning, organizing, and managing the college. The College's overall leadership is vested in the President's Cabinet. Members of the Cabinet are qualified administrators with appropriate levels of responsibility and accountability. The Cabinet meet semi-monthly to plan, strategize, organize, and manage the affairs of the college as well as assess its achievements and effectiveness of core themes objectives and strategic planning goals. The President; Vice President of Academic and Student Affairs; Vice President of Finance and Operations; Director of Advancement; Dean of Transfer Education/Director of Institutional Research and Planning; Director of Human Resources; Dean of Workforce, Education and Training; Dean of Students; and Dean of Nursing and Allied Health serve on the Cabinet. The Director of Institutional Research and Planning provides useful data to Cabinet members and every college constituency including board members inform decision-making. Data are critical pieces for assessing the effectiveness of college activities. The President, the Director of Institutional Research, and President's Cabinet oversee strategic planning throughout the college. Every area's [strategic plan](#) was created to dovetail with the College's [strategic plan](#) as well as its Mission, and Core Themes.

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The following table reflects the OCCC administrative staff and reporting structure:

Position	Years of Service at OCCC	Background	Supervises (FTE)	Direct Report
President	10 (2 years as interim)	Animal Husbandry, and Education	6-Directors 1-Support staff (.5 FTE)	Board of Education
Interim Dean of Instruction/Career and Technical Education	12	Health Care Administration, and Career and Technical Education	1-Support staff 3-Directors 1-Institutional Researcher (.5 FTE) ~60 FT/PT faculty	President
Director, Student Services	8	Counseling and Education	2-Advising specialists 1-Registrar 1-Testing coordinator 1-Financial Aid specialist 1-Support staff	President
Director, Finance and Business Operations	7	Health Care	2-Directors 1-Store manager 1-Accounting specialist	President
Director, Small Business Development	1	Journalism, Marketing and Media	1-Support staff 1-Small Business	President

Center			Coach	
Director, Human Resources	16	Human Resources	None	President
Director, College Development	1	Major Giving	1- Support staff (.5 FTE)	President
Director, Facilities and Safety	6	Operations	Contracted Services	Director, Finance and Business Operations
Network Administrator and Information Technology	14	Network Administration	None	Director, Finance and Business Operations
Library and Media Services	12	Library Services	1-Assistant Librarian(.75 FTE)	Dean of Instruction
Director, Nursing and Allied Health Programs	3	Nursing	12-PT/FT faculty, 1-Support staff	Dean of Instruction
Director, Aquarium Science Program	2	Animal Husbandry	5-PT faculty, Contracted Services	Dean of Instruction

The college administrators both plan and execute daily activities that fulfill the college's mission of serving individuals, community and business. Over the past 5 years, the severe reduction of the Community College Support Funding has resulted in considerable reduction of workforce. The resulting loss of support personnel requires that directors collaborate to get the comprehensive scope of work done, including administrative level duties.

As a way to assess achievement and effectiveness, OCCC participates in the Center for Community College Student Engagement administered surveys; Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE). This assessment tool provides some indication of how OCCC performs in relation to other colleges. Some administrators have utilized this data to implement interventions that improve the student experience, or to heighten student engagement with faculty or staff.

OCCC is also part of a small, rural community college consortium of Achieving the Dream, a national organization that specifically targets improving the success of underserved community college students. The consortium includes Blue Mountain, Columbia Gorge, Klamath, Oregon Coast, Southwestern, Tillamook Bay, Treasure Valley, and Umpqua. The OCCC data has identified leakage

points when students leave college, differences between part-time and full-time students, the proportion of students who place into developmental classes, and the length of time to complete an Associate degree.

Staff and faculty members have formed into several work groups centered around: Math Success, Persistence and Completion, and Reading and Writing Success. These groups will develop and implement strategies to support students in their college success pursuit.

In 2012, OCCC convened community leaders representing North Lincoln County to receive input about how to better serve the local population by increasing programming and use of the OCCC-North campus ([North Campus Focus Group Summary](#)).

[2.A.10] Clatsop Community College's President is Lawrence Galizio. He is an appropriately qualified chief executive officer and has full-time responsibility to the college. He reports directly to the CCC Board of Education and serves as Clerk of the Board. Dr. Galizio holds a Ph.D. from the School of Urban and Public Affairs at Portland State University. He earned his Master's Degree in Communication Studies from San Francisco State University. He also attended Santa Barbara City College and the University of California at Santa Barbara before earning his undergraduate degree in Industrial/Organization Psychology from UC Berkeley.

Before coming to CCC, Dr. Galizio served as the Director for Strategic Planning for the Chancellor's Office of the Oregon University System. Prior to his position in the Chancellor's Office, Dr. Galizio directed the Portland Community College speech and debate program and served as a full-time faculty member for 16 years.

Since becoming president at CCC, Dr. Galizio was appointed by Oregon Governor John Kitzhaber to the North Coast Advisory Committee for Regional Solutions. Additionally, Dr. Galizio was selected to serve on the American Association of Community College's Commission on Academic, Student and Community Development. In 2013 he was appointed Commissioner for the Northwest Commission on Colleges and Universities. At the State level, President Galizio was chosen by his peers to serve as Finance Director for the Oregon Community College Association and to serve on that organization's Executive Committee. Dr. Galizio has also recently served as the Chair of the Hospital Facilities Authority for Columbia Memorial Hospital in Astoria and is active in the Astoria Rotary Club.

In addition to his experience in teaching and administration, Dr. Galizio served three terms in the Oregon Legislature (2004-2009) before taking his Strategic Planning position in the Chancellor's Office of the Oregon University System. As State Representative from House District 35 representing Tigard, King City, and Southwest Portland, his committee assignments included Chair of the Ways and Means Education Subcommittee in 2007, and Co-Chair of the Capital Construction Committee in 2009. In 2007, Dr. Galizio was honored by the Oregon Community College Association with the prestigious Howard Cherry Award for his legislative leadership and advocacy for Oregon's community colleges.

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Oregon Coast Community College's Board of Education appoints a full-time president according to Board Policy 205. The president then is responsible for the implementation of Board policies and is accountable to the Board of Education.

Currently an interim president serves as the Chief Executive Officer and Clerk of the Board ([Board of Education-Policy 225](#)). The president is also an ex officio of the Board of Education, but does not serve as chair of the Board ([Board of Education-Policy 265](#)).

Interim president Mr. Bruce Koike previously served as OCCC's Aquarium Science Program director and was responsible for developing, implementing and instructing in this career and technical program. Mr. Koike earned an undergraduate degree from Southwest Missouri State University and a Master degree from Oregon State University. He is employed full time as Interim President.

[2.A.11] Clatsop Community College employs a sufficient number of [qualified administrators](#) who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the College's Mission and accomplishment of its Core Theme objectives.

Clatsop Community College embraces a system of shared governance and collaboration to accomplish its mission and core theme objectives. Faculty, staff, and students actively participate in [Board meetings](#) and other leadership committees involved in budget development, and review and development of policies and procedures related to curriculum and college operations. The [President's Cabinet](#) includes many of the key leadership positions and discusses operational issues and policies at its biweekly meetings. Biweekly meeting allow the group to make timely decisions. If an emergency issue arises, the group can be pulled together to discuss the issue and make decisions on the off weeks. The practice of shared governance is facilitated by, among other standing groups: the College Council; the Budget Task Force; and the Instructional Council.

[College Council](#) is composed of the President, Vice President for Academic and Student Affairs, Vice President of Finance and Operations, Director of Human Resources, Dean of Students and Enrollment Management, Director of College Advancement/CCC foundation Executive Director, two students (as recommended by ASG), two classified staff members (as recommended by classified staff collective bargaining group, two service and supervisory (including confidential classified—as recommended by S&S group), two part-time faculty (as recommended by part-time faculty collective bargaining group) and two full time faculty (as recommended by the faculty association). College Council's charge is to serve as the primary planning and policy body providing representative input and expertise on organization actions, procedures, and policies being considered, formulated, and proposed; the principal internal institutional representative and consultant to the president in the development and maintenance of institutional policy and procedures, strategic planning, institutional assessment, institutional goals review and revision, and resource allocation. [Minutes of Council meetings](#) are recorded, published, and posted to SharePoint where they will remain available to employees and the public. The minutes are also included in Board meeting packets.

The Budget Advisory Task Force is another college-wide committee composed of the Vice President of Finance and Operations, Vice President of Academic and Student Affairs, two full time faculty members, one part time faculty, one classified staff member, one service and supervisory member, and the president. This committee creates the [guiding principles](#) for developing next year's college budget, considers strategic plan goals and Core Themes, provides recommendations for the allocation of resources, and reviews proposed budgets and provides feedback from constituents.

The [Instructional Council](#) is representative of the college instructional staff. The Council has the authority to review and [implement curricular and program modifications](#), and to make recommendations to the Vice President of Academic and Student Affairs regarding instructional Board

policies and procedures. Instructional Council members include the Vice President of Academic and Student Affairs, Dean of Workforce Education and Training, Director of Nursing and Allied Health, Director of Enrollment Services, one professional librarian, and five annually contracted faculty members each representing his or her instructional department, selected by the faculty. Non-voting advisory members include the Dean of Transfer Education, and one student nominated by ASG and approved by Instructional Council. The college Curriculum Coordinator will maintain record of the Council's activities. The [approved minutes](#) are available to the college community on SharePoint.

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There are standing groups of administrators who regularly deliberate about college operations and functions in order to better serve students. The Executive Committee (Director of Student Services, Director of Finance and Business Operations, and Dean of Instruction) meets with the President weekly, and the Directors Committee meets with the President on the second and fourth Wednesday of every other week.

The faculty led Council of Curriculum and Instruction (CCI) is also comprised of administrators and staff. This body serves as an advisory and governing body overseeing curriculum and reflective practice in instruction. Administrators regularly address the CCI and actively participate in meetings. The CCI meets monthly during the 9-month academic year.

Administrators provide leadership to faculty and staff as cross-departmental work groups to review data and create work on plans related to Student Success Initiative, Achieve the Dream, Career Pathways, Credentials, Acceleration and Support for Employment (CASE), National Science Foundation, and Healthcare Occupations to Employment (HOPE) grants.

Administrators also oversee community and employee advisory groups associated with Career and Technical Programs to ensure that programs are relevant and reflective of current external conditions. Aquarium Science ([Aquarium Science Program Advisory Meeting Minutes](#)), Criminal Justice, and Nursing ([Nursing Advisory Committee Minutes](#)) each have employer advisory committees. CTE departments, Basic Skills, and Small Business Development Center meet with community partners annually to exchange information and to ensure that these groups are appropriately informed about college developments.

Due to the significant budget shortfalls during recent years, OCCC struggles with maintaining an adequate level of support staff. Due to this staffing shortage, certain administrative support functions are executed by administrators or directors.

Policies and Procedures

Academics

[2.A.12] The College's academic policies are readily available to students, faculty, administrators and staff with responsibilities related to these areas on the college website. The current academic policies at CCC include [5.000P-1](#) (Off-campus field trips), [5.005](#) (Curriculum), [5.005P-1](#) (Syllabus), [5.010](#) (Cancellation of Classes), [5.105](#) (Program Review), [5.105P](#) (Instructional Program Evaluation), [5.110](#) (Program Evaluation), [5.016](#) (Grading), and [5.016P](#) (Grading System). The College's [credit hour](#) is going through the College's review and adoption procedure and should become a Board policy by the end of spring term. These policies and all Board policies are located on the College's SharePoint site. The SharePoint site is used as a document repository where important college documents are stored for easy on and off-campus retrieval by college employees. The site is password protected and only

individuals with a CCC password can access the site. Many faculty and staff members were employed at the college when the site was first developed and became aware of their access to college documents at this time. New employees receive informal training about the site and how to access it from on and off campus when they are hired. Board policies can also be found on the College's website. The policies are broken out by subject matter—Board, President, Business, Personnel, Instructional, Student, and Community Relations.

The Instructional policies are reviewed periodically and changes made when necessary. Currently, Instructional policies 5.000P-1, 5.016, 5.016P, 5.005, 5.0005P-1, 5.010, 5.015, 5.105P, and 5.110 are being reviewed and revised. President's Cabinet reviewed the policies in fall term and [Instructional Council](#) will be reviewing the policies during winter term. The policies are reviewed according to procedure and brought to interested parties. After Instructional Council finishes reviewing the policies, they will go to College Council for discussion before being presented to the Board of Education for approval.

In addition, [full-time](#) and [part-time faculty](#) and [staff](#) collective bargaining agreements contain several academic policies and these documents are made available to constituents by the bargaining units and are also located on the College's SharePoint site in the Human Resources folder.

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Academic policies such as academic integrity, conflict resolution/grievance procedures, non-harassment, and reasonable accommodations are broadly disseminated through the faculty, staff and student body. These policies are in the Faculty Information Handbook, the Student Handbook and the OCCC catalog as either hard copy or digital format.

Academic policies are also available to faculty and staff including administrators through the College's intranet website ([Office of Instruction](#)).

Selected elements of academic policies are highlighted during the annual fall In-Service training. Information about Copyright and "Fair Use" concepts and policies are disseminated via the Library and Media Services' webpage [OCCC Library Services for Faculty](#).

OCCC students are introduced to academic policies, college procedures and student rights and responsibilities during new student orientation conducted by advising specialists. Hard copies of the OCCC Student Handbook are also available to students at no cost through the Student Services department. Policy inquiries from students are addressed by Student Services personnel during regular business hours on an as-needed basis. Policies such as academic honesty, non-discrimination and reasonable accommodations are explicitly stated on each of the course syllabi ([Syllabus Template](#)). A Syllabus Checklist contains the policies and details that are required to be included in the course syllabus that each student receives ([OCCC Syllabus Checklist](#)).

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 program students each fall quarter ([Nursing Program Handbook](#)) and ([AQS Student Handbook](#)).

[2.A.13] Clatsop Community College documents, publishes, and enforces policies regarding access to and use of library and information resources—regardless of format, location, and delivery method.

Library and information resources are a vital component to student success at Clatsop. Students, staff, and faculty have full access to all of the library's resources, regardless of format. The community is also invited to use the library. The Library Director teaches Information Literacy in many classes across the curriculum to help students not only learn how to access and use library resources but how to critically use information and understand the current information landscape. The College publishes the library policies for access and use in the [student handbook](#), [college catalog](#), and on the [Library's website](#). The college catalog also speaks to access to and use of the library.

All library employees, including work study students, are trained on library use and access protocols. Employees routinely ask for proper identification to check out hard copy or electronic resources, including laptops. Since the library uses proprietary electronic books and database, usernames and passwords are required to access these items to ensure compliance with vendor contracts. Board Policy [3.406](#) outlines access to electronic networks and resources.

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OCCC Library and Media Services' policies regarding access to and use of library and information resources, [Library Hours](#), [Library Cards](#), [Interlibrary Loans](#), [Course Reserves](#), [Library Computers](#) and [Study Rooms](#) have been published to the web site and in printed handouts available in the library. Both on-site and off-campus access to 24/7 electronic resources is clearly published on the database webpage ([OCCC Online Library Databases](#)). Library and Media Service policy information has been included in both OCCC's Student Handbook and Faculty Information Handbook.

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

Clatsop Community College has an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of student between institutions in completing their educational programs. In Oregon, community colleges that offer the Associate of Arts, Oregon Transfer; Associate of Science-Oregon Transfer, Business; and the Oregon Transfer Module must, by law, adhere to the guidelines set forth by the [JBAC](#) and [CCWD](#) (based [state statutes](#)). Further, the College maintains [direct articulation agreements](#) with four year universities and other regionally accredited organizations.

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OCCC is part of a statewide articulation with OUS institutions. Examples of this agreement with Oregon public, 4-year colleges and universities include the Associate of Art Oregon Transfer (AAOT) degree, Oregon Transfer Module (OTM), Associate of Science Oregon Transfer-Business (ASOT). Students who anticipate transferring to an Oregon University System institution are encouraged to consider the AAOT degree.

OCCC also has a Degree Partnership Program with Oregon State University. This program streamlines the process by which the community student enters Oregon State University, thus enabling the participant to reduce debt and complete degrees quicker ([Degree Partnership Program](#)).

Articulation agreements with Oregon public, 4-year colleges and universities facilitate community college students continuing their studies at the next educational level. OCCC has established several articulation agreements with specific program offered at OUS institutions. Articulation agreements exist between OCCC's Aquarium Science Program and Oregon State University's,

Department of Fisheries and Wildlife as well as with the Bachelor of Science in Operation Management offered by Oregon Institute of Technology. The OCCC Nursing program has an articulation agreement in place with Linfield College's RN to BSN program ([MOU between Linfield and OCCC-2013](#)). Such agreements better enable graduates to more easily transfer to other institutions to continue their studies.

The OCCC college catalog identifies OUS Transfer List A for courses that fulfill degree requirements in the Arts and Letters, and Social Science disciplines, and OUS Transfer List B as courses that transfer as electives ([OUS Transfer List A and B, pages 25 and 26](#)). Information regarding the transfer of credits from OCCC to other institutions is provided in the OCCC college catalog that is available on-line.

Acceptance of academic credit is made according to the oversight and guideline of the College. Advising specialists have been trained in the College's guidelines and procedures to determine the transferability of credits from regionally accredited colleges and universities. Transfer students to Oregon Coast Community College meet with an advising specialist to review transcripts and establish an educational plan. The College reviews all graduation applications and grants diplomas only after all graduation requirements are fulfilled. These transfer procedures are also available on the OCCC website and in the catalog. The need to develop a specific transfer-of-credit policy has been identified and will be addressed.

Policies and Procedures

Students

[2.A.15] At Clatsop Community College, policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Policies and procedures are communicated to students via the CCC website, the Student Handbook, and the College Catalog. The Dean of Students oversees the annual production of the Student Handbook. The student information section includes college policies and procedures regarding Student Rights and Responsibilities ([Board Policy 6.205](#)), the Student Code of Conduct ([Board Policy 6.210](#)), sanctions for violation of the Student Code of Conduct ([Board Policy 6.212](#)), student discipline procedures ([Board Policy 6.215P](#)), and student complaint/grievance resolution procedures ([Board Policies 6.220 & 6.220P](#)). The Student Code of Conduct ensures the right of due process and the right of appeal to all students. Available online, the Student Issues and Handbook website page provides a link to the [handbook](#), and links phrased as [commonly asked questions](#). The handbook provides an overview of college departments and services including [disability services](#). The College distributes the printed handbook at all Student Service Center registration stations for easy access by students, to all students attending the fall [New Student Orientation](#), and at smaller-scale new student orientations prior to the start of summer, winter and spring terms.

Clatsop Community College is committed to providing reasonable accommodation for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA) of 1990, and Section 504 of the Rehabilitation Act of 1973. The College's Disability Services Office implements a comprehensive policy focusing on the rights and responsibilities of students under the ADA and establishes a clear procedure for seeking and receiving reasonable accommodations. Information about the services and contact information for the Disability Services office can be found on the College's

website and in the College Catalog. These procedures can also be found in the [Student Handbook](#), as well as in the Disabilities Service Office.

Online registration requires [students acknowledge](#) (by clicking on a button labeled “I Agree”) they have “read the Student Code of Conduct, safety report, and campus drug policy, and agree.” The alert/reminder contains links to each document referenced. To inform students and meet federal compliance, students must agree to these terms each quarter.

The Dean of Students oversees the administration of policies unless otherwise referenced in the policy. The Student Services Center provides forms for students in the front lobby, and offers assistance in completing/understanding as requested by the student.

Oregon Coast Community College

OCCC students are informed about policies and procedures regarding students’ rights and responsibilities via the OCCC online catalog, the Student Handbook and on the OCCC website ([Student's Rights and Responsibilities](#), [Conflict Resolution](#), and [Accommodations](#)). Advising specialists distribute the Student Handbook during New Student Orientation and review specific policies with new students. Students may also receive this student’s rights and responsibility information as part of the OCCC college success course required for all new students.

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

Clatsop Community College is an open-door, equal-access public institution of higher education. To qualify for admission ([BP 6.015](#)), students must be 18 years of age or older, possess a high school diploma or GED and be able to benefit from the instruction. Circumstances permitting under age 18 students to enroll ([BP 6.015P2](#)) at CCC include completion of a high school diploma or GED, release from compulsory attendance at a high school to pursue an associate degree program, completion the equivalent of a high school diploma through home schooling and release from compulsory attendance, and completed at least a 2-year program that is acceptable for full credit toward a bachelor’s degree and obtainment of a release from compulsory attendance from the high school district in which they reside. To be admitted to the college, an individual must complete an admission application, a placement test (COMPASS test) or provide transcripts from a regionally accredited institution for assessing the applicant’s level of knowledge in reading, writing, and math.

CCC’s catalog and website provide [general information and processes](#) for admission to the college. Some college programs (Nursing and Medical Assisting) have additional admission requirements. These requirements may involve filling out an application packet, additional documents, specific training, and processes. Detailed admission procedures and protocols for [Nursing](#) and [Medical Assisting](#) can be found on the program web pages. The Adult Basic Education (ABE) department requires all students to take the CASAS test and engage in individual advising for placement into ABE and English as a Second Language (ESL) courses. Information for admission into [ABE](#) or [ESL](#) classes and frequently asked questions are available on the College’s website in both English and Spanish.

To help students be successful in college level courses, all students admitted to the college take the COMPASS placement test to ensure students are placed in Writing and Math classes that approximate their skill levels. Placement scores and corresponding placement levels are established by the responsible academic dean and the department faculty. The Office of Institutional Research assists the department in assessing scores and evaluating the effectiveness of placements based on classroom outcomes. The department refines the placement levels based on this assessment. If new placement levels are required, the Dean of Students (who oversees the Testing Center) will ensure they are changed in the system. The recruitment coordinator assesses previous college coursework for placement purposes and may waive the COMPASS test requirement based on official or unofficial transcripts. This process facilitates admission and can assist in completion. Student success and retention is supported through new student orientation sessions, mandatory advising using both staff and faculty advisors, student support services, and educational plans.

The College does not have a college-wide academic probation policy, but some programs do have ability to benefit or progression policies ([Adult Basic Skills](#), [Nursing](#), [Medical Assisting](#)) that require students to progress, maintain a specific GPA and/or grades for all course work or risk being dropped from the program. These policies and appeals procedures are published in program specific student handbook.

Students receiving financial aid must meet federal satisfactory academic standards by maintaining a cumulative GPA of 2.0 and completing two-thirds of all registered courses in a term. Timely notification is sent to students who fail to meet the standards of academic progress by the Financial Aid Director. Financial Aid personnel will help these students develop academic success plans and formulate commitment statements that students agree to and which require their signatures.

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OCCC maintains an open admission policy. The admission process begins with COMPASS placement testing to insure that students identify which credit courses are appropriate for their level of knowledge and ability. This process helps to ensure that students have a reasonable opportunity for success by being placement into appropriate courses. Academic advising is mandatory and enrollment into particular courses is guided by the student's placement scores.

OCCC's limited entry programs in 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.

Continuation and termination for OCCC degree and certificate programs is strongly tied to financial aid policies with joint oversight from appropriate OCCC and the College's Student Services administrators and staff. 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 ([OCCC Admission Policy](#)) as well as in the Student Handbook ([OCCC Student Handbook](#))

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

The student leadership team at Clatsop Community College is known as the Associated Student Government ([ASG](#)). There is an ASG President and two to three other officers. The ASG represents

student views on campus policies and procedures, provides programs and activities to encourage social, cultural, and educational development of CCC students, and approves dispersals from student program funds. The Dean of Students and Enrollment mentors and directly supervises all student programs and activities. The student newspaper, [The Bandit](#), is supervised by a part-time faculty member as part of a credit bearing class and is partially supported by ASG. The Student Handbook contains information about the student newspaper and the newspaper references its editorial policy in each of its six annual editions. The college website and Student Handbook contain information regarding co-curricular activities which include ASG and student clubs.

Oregon Coast Community College

OCCC provides opportunities for student participation in OCCC sanctioned clubs and co-curricular activities. The Associated Student Government as the official organization that represents OCCC students is defined on the OCCC website ([Student Activities](#)). Each sanctioned club has a faculty or staff sponsor who aids in the development, maintenance and adherence to policies

Human Resources

[2.A.18] Clatsop Community College maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

CCC is an equal opportunity employer ([BP 1.001](#)) and complies with state and federal regulations regarding such employment-related items as time and leave reports, Family Medical Leave Act (FLMA), and the Americans with Disabilities Act (ADA). The [Employee Handbook](#) and [staff](#) and [full-time](#) and [part time](#) faculty collective bargaining agreements contain many employee benefits, working conditions, ethics, as well as hiring procedures.

Human Resources policies, procedures, and forms are published on the College's intranet site while policies and procedures are published on the College's website. Many of these policies, procedures, and forms are also published in the Employee's handbook.

For the College's most recent strategic plan, the Board created goals around improving college processes. One goal was to "Improve staff and faculty satisfaction with institutional governance and operations". One way the College is striving to meet this goal is for the Human Resources department to ensure that the Human Resources policies are consistent, fair, and equitably applied to all. The Human Resources policies are reviewed periodically by the Board of Education. If changes to any policies are proposed, the changes are routed through President's Cabinet, then College Council, before being brought to the Board of Education for approval.

Oregon Coast Community College

Human Resources personnel regularly refer to the faculty and non-faculty Collective Agreements (CBA) and Staff Personnel Policies and Procedures Manual to apply policies in a consistent and equitable basis. These documents are frequently referred to when managers and faculty consult with Human Resources about personnel matters. The ratified CBA's are posted on the College's website ([Collective Bargaining Agreement 2013-2018, Faculty Unit](#) and [Collective Bargaining Agreement 2013-2015, Classified Unit](#)) which is accessible to all employees. Each employee or member of a bargaining unit also has the option to receive a hard copy of the ratified CBA for their review.

The College's Human Resources Office ensures that supervisors treat staff in a fair, consistent manner. The CBA gives guidance with regards to faculty matters, such as information requests, inquiries, and grievances. This document establishes fair and equitable procedures that are applied to employees. Similarly, the Student Handbook contains information that communicates policies including student rights and responsibilities, student Right-to-Know and student Records Policy and Procedures.

[2.A.19] The College is an equal opportunity employer (BP 1.001) and complies with state and federal regulations regarding such employment-related items as time and leave reports, Family Medical Leave Act (FLMA), and the Americans with Disabilities Act (ADA). The [Employee Handbook](#) and Staff and full time and part time faculty collective bargaining agreements contain many employee benefits, working conditions, ethics, as well as hiring procedures.

Human Resources policies, procedures, and forms are published on the College's intranet site while policies and procedures are published on the College's website. Many of these policies, procedures, and forms are also published in the Employee's handbook.

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Oregon Coast Community College

Detailed job postings and job descriptions for faculty, staff and management positions serve to inform employees of the expectations, work assignments, and responsibilities of their respective positions.

When a performance evaluation is due, supervisors receive an employee evaluation notice ([OCCC Performance Evaluation form](#)) and the job description for that particular employee. This enables the supervisor to review and make changes in the job description that better reflects current practice.

Both the staff Personnel Policies and Procedures Manual and the faculty and non-faculty Collective Bargaining Agreements inform staff and faculty of their rights, and conditions of employment. The respective CBAs also identify step progression, compensation tables, timeline for lay-off notification and probationary period.

New staff employees receive a Personnel Policies and Procedures Manual from the Human Resources Office when they complete employment forms.

The Personnel Action Form (PAF) documents and informs classified staff when a personnel action affects their position status. The Confirmation of Teaching Assignment (CTA) confirms faculty work assignments each term. According to the Collective Bargaining Agreement, CTAs are issued prior to the start of their teaching assignment for the term. These notices are distributed via regular postal mail.

[2.A.20] Clatsop Community College ensures the security and appropriate confidentiality of human resources records. To ensure privacy of personal information, all CCC employee files are in a locked storage room with keys held by only the Human Resources Director and Human Resources

Assistant. Social Security Numbers are not printed on paper documents. Employees, the employee's supervisor or an authorized college representative, or union representative may review an employee's personnel file in the Human Resources office area under the supervision Human Resources staff. Employees must provide written permission for others to view their personnel file. The full-time faculty, part-time faculty, and classified personnel collective bargaining agreements contain procedures for adding or deleting file contents, viewing files, and copying files.

To ensure personnel files remain confidential, the College allows the general public to request information that is not considered confidential or subject to regulation. The College complies with all state and federal regulations pertaining to personnel records retention, oversight, handling, and access, Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA). Employee medical records, grievances, and family medical leave files are all in a locked filing cabinet that only the Human Resources Director has access to. CCC payroll information and some employee information are also stored on Automatic Data Processing, the College's automated payroll/Human Resource system. This is a password protected system with passwords changing on a routine basis. More about the security of records can be found at the ADP [security link](#).

Digital records are safeguarded at the time of receipt, transmission, retrieval, and disposal of data. College systems capture data through an electronic applicant system, automation of time and leave processes, email records, e-forms, and shared drives. Employees with access to institutional data are required to accept responsibility for the integrity, security, and safeguarding of this data. All members of selection committees are required to sign a [confidentiality agreement](#) and attend an orientation to protect the integrity of the process and personal information of applicants.

The college computer network is protected through unique log-ins, passwords, and identification numbers. Whenever possible, data records include employee numbers that are not linked to social security numbers.

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The Human Resources Director manages access to the dedicated room for archiving employee files and records. Records are kept in locked files within this restricted access, locked room located in the Human Resources suite. The only door into this room is from a non-public access hallway. Access to individual employee records is restricted to the Human Resource Director, College President and to the individual who wishes to review their own personnel file.

Three surveillance cameras located at strategic vantage points provide an additional level of security and documents any entry into the Human Resources suite.

Institutional Integrity

[2.A.21] Clatsop Community College represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public through its [college catalog](#) and [website](#) and demonstrates that its academic programs can be completed in a timely fashion. All CCC publications are regularly reviewed by the CCC Copy Center and the Director of Advancement in collaboration with college departments, providing guidance on maintaining consistency and accuracy of the College's representation of its Mission, programs, and services.

Statements regarding accessibility, non-discrimination and accommodations are regularly reviewed and are updated as needed, and are distributed with usage guidelines via the CCC website,

employee intranet, and email. Schedules, catalogs, ads, brochures and other publications for external distribution are reviewed by the Publication Services Manager or Director of Advancement for compliance and accuracy. Academic programs, mission and values, Learning Outcomes, and services for students are published in the College Catalog and on the College website. The catalog contains curriculum maps showing the courses that can be taken each term to complete Applied Science Certificates and Degrees in a prescribed timeframe. Publications are reviewed and updated regularly to maintain their integrity.

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Information about OCCC academic programs and services are published on the website, or printed in the OCCC college catalog, Faculty Information Handbook, or the Student Handbook. Staff and faculty are also well versed and can assist with inquiries from the general public. Several OCCC staff members are authorized website editors to ensure the timely review of information and accurate updating of information for their specific area of responsibility.

OCCC communicates with the public, faculty, staff and students in a clear, concise, truthful and consistent manner. Academic intentions such as program changes begin with internal discussion with content area faculty before seeking the approval of the CCI. If approved internally the proposed changes are presented to the College's Instructional Council for final approval.

Classes that support academic programs are scheduled in a manner that enables students to complete the course of study within the required timeframe.

In the case of a new program, the proposed curriculum must be approved by the CCI, OCCC Board of Education, and then the College's Council of Instruction. Once approval has been received from each entity, the proposed program is reviewed by the Oregon Department of Community College and Workforce Development. If approved, the new program proposal is forwarded to the Oregon State Board of Education for post-secondary Career and Technical Education Program approval. Once approval from all entities is granted, OCCC can offer the new program.

Messaging to the entire OCCC student body via student email is accomplished through the use of the "Go Sharks". Using this communication mode ensures a consistent message to broad audience. Announcements are also made through social media such as *Facebook*, but this venue used is considered as a supplemental means of information dissemination.

OCCC also engages Lincoln County residents through a weekly local radio show. A list of topics to share with the listening public is maintained on a shared drive on the OCCC intranet site. This enables consistent messaging and accurate dissemination of pertinent information by the OCCC staff member who is hosting the radio host.

Program and general college brochures as well as the website enable OCCC to have consistent communication with community members, and current and prospective students.

[2.A.22] CCC advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner. The College behaves ethically and investigates and resolves all alleged ethics violations in accordance with ORS Chapter 242, Government Ethics.

The College's non-discrimination statement is widely distributed on college publications and is reviewed and updated regularly. Equality in employment, opportunities and ethical behavior can be found in the College's Non-Discrimination Policy [1.001](#), Ethics policy [4.905](#) for Staff, and [1.305](#) for board members.

Clear timelines and procedures for [complaint and grievance resolution](#) are posted on the website for employees, and grievance procedures are in the [Classified Agreement Article 21](#), [Part-time Faculty Agreement Article 16](#), and [Faculty Agreement Article 18](#).

[Policy 7.025](#), Public Complaints, contains a procedure for the public who wish to file a complaint, but does not include timelines. The policy is posted on the website, but may not be found intuitively by a member of the public looking to file a complaint.

The Student Complaint Resolution Procedure, [6.220P](#), details informal and formal procedures for students to use concerning alleged violations of college policies, grades, disqualification from financial aid, and student, faculty or staff misconduct. The procedure is printed in the [Student Handbook](#) which is widely distributed on campus, and available on the [College's website](#).

Supervisors and/or Human Resources address employee complaints and discrimination claims through investigation and appropriate action. The College deals with grievances in a timely manner and according to timelines in the full-time faculty, part-time faculty, and classified collective bargaining agreements. The Board is proactive about their ethical behavior found in Board policy [1.305](#).

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OCCC is committed to operating and managing the institution with high standards of ethics. This advocacy includes the Board of Education members, the President, and all faculty and staff members. Board policy defines code of conduct for employees in order to provide an efficient and effective delivery of service ([Board of Education-Policy 787](#)).

The accreditation status of OCCC is clearly stated in the Student Handbook, Faculty Information Handbook as well as on the OCCC website. OCCC contracts with the College, an accredited institution for accreditation services.

Policies regarding establishing 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. The OCCC is committed to creating a non-discrimination environment for all members of the campus community including members of the bargaining unit and to fully complying with applicable State and Federal laws ([Collective Bargaining Agreement, Non-Discrimination, page 1](#)).

The budgetary process is transparent and includes the opportunity for input from the general public and the campus community. In addition to discussions with each director, the campus community is invited to participate in budget forums hosted by the President and Director of Finance and Business Operations ([Budget Forum Invitation-February 2013](#)). In order to encourage staff and faculty to attend, budget forums are scheduled on different days of the week and at different times of the day. The Board of Education also hosts two budget meetings and a hearing to gather additional input. These meetings are publically noticed and are open to the public. Testimony throughout the meeting becomes part of public record.

Financial records are audited annually by an external firm and auditors conduct an exit interview with the Director of Finance and Business Operations, and the Board chair to review the audit findings. These findings presented at a regularly scheduled Board of Education meeting and then posted on the OCCC website for public inspection.

The process of addressing complaints and grievances through an impartial and timely way is clearly described in the Collective Bargaining Agreement for full- and part-time faculty members. The procedure for student complaints/grievances is also outlined in the OCCC Student Handbook.

[2.A.23] Clatsop Community College adheres to clearly defined policies that prohibit conflict of interest on the part of members of the governing board, administration, faculty, and staff. CCC is not supported by or affiliated with social, political, corporate, or religious organizations. The College's primary purpose is education and it operates as with appropriate autonomy. CCC does not require its constituencies to conform to specific codes of conduct or seek to instill specific beliefs or world views.

As a public community college in the state of Oregon, Clatsop Community College answers only to those government institutions that oversee community colleges in Oregon—Community Colleges and Workforce Development Agency, State Board of Education (currently), Joint Boards of Education (currently), Higher Education Coordinating Board (as of July 1, 2014), and the Oregon Education Investment Board (as of July 1, 2014). These government entities are also subject to ORS Chapter 242, Government Ethics. This ORS govern the working relationships of CCC employees with vendors, government representatives, students, and the media. The Board adopted policy [1.310](#) that prohibits conflict of interest for Board members and Board policies. The Student Code of Conduct Policy, [6.210](#), clearly defines activities that are detrimental to maintaining an environment conducive to learning. Sanctions for violating the Student Code of Conduct are defined in Policy [6.212](#). Both are printed in the Student Handbook and are available online.

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The Board of Education follows the outline provided by ORS 244.320 as board members are considered public officials ([Board of Education-Policy 784](#)). The OCCC policy addresses that of financial influence or gain by a board member serving as a public official. The current policy would benefit by broadening the scope to include perceived or real conflicts of interest that do not pertain to financial benefits.

The OCCC Board appoints an independent auditor to conduct an annual audit of financial statements that conforms to generally accepted accounting principles. These findings are presented to the Board of Education prior to or on December 31 of the audited year ([ORS 341.709](#)).

[2.A.24] Clatsop Community College maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

Collective bargaining agreements and CCC policy clearly define ownership, copyright, control and compensation regarding intellectual products. Specific language can be found in the CCC/[Faculty Agreement Article 4.G](#), the [CCC/Part Time Faculty Agreement Article 5.E](#) both dated July 1 2013 – June 30, 2016, and [Policy 4.760](#), Research and Publications by Staff. The contract states, “1. The ownership of any materials, processes, or inventions developed solely by a faculty member’s individual effort, time and expense shall vest in the member and be copyrighted or patented, if at all, in his/her name. 2. The ownership of materials, processes, or inventions produced solely for the College and at College expense shall vest in the College and be copyrighted or patented, if at all, in its name. 3. In those instances

where materials, processes or inventions are produced by a faculty member with college support, by way of use of significant personnel time, facilities, or other college resources, the ownership of the materials, processes, or inventions shall vest as (and be copyrighted or patented) designated by written agreement between the College President or designated representative and the faculty member(s) prior to the production. In the event there is no such written agreement entered into, the ownership shall vest in the faculty member. Failure to notify the College of the materials, processes and inventions will nullify this vesting right.”

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Although ORS 341.319 provides guidance concerning the Board and issues related to intellectual property, ownership, copyright, control and compensation, a specific OCCC board policy needs to be developed.

[2.A.25] Clatsop Community College accurately represents its current accreditation status and does not speculate on future accreditation actions or status. Accurate information regarding CCC's current accreditation status, accrediting agency, reports, letters and other documents can be found on the [College's Accreditation webpage](#). [Oregon Coast Community College's website](#) accurately reflects its relationship with Clatsop, and the services that are provided by Clatsop Community College.

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The accreditation status relationship between the College and OCCC is stated as “OCCC provides college credit courses, degrees and certificates through its relationship with the College. Clatsop Community College is accredited through the Northwest Commission on Colleges and Universities.” This text is presented on the college’s website as well as in the OCCC college catalog ([Accreditation Relationship](#) and [OCCC College Catalog, page 1](#)).

[2.A.26] Clatsop Community College has a clearly defined procedure for entering into contractual agreements, with approval resting with the Vice President of Finance and Operations and final approval authority resting with the President. The scope of responsibility and the roles for the College and contractor are defined, including deliverables and dates. All contracts must comply with NWCCU Standards as well as applicable local policies and state and federal regulations.

Board Policy [3.150](#) designates the Board of Clatsop Community College as the Clatsop Community College Contract Review Board. [Policy 3.145](#), Bidding Requirements, specifies all orders for equipment or supplies, building additions or construction estimated to equal or exceed the amount set by law require public bidding, notes exceptions, and bids of \$50,000 or greater require Board Approval.

Oregon Coast Community College

The OCCC Board of Education is designated as the local contract review board and has the authority to change or create new policies related to purchasing and contracting in compliance with ORS 279.A.060. This policy creates for the fair and equitable treatment of people involved in public purchasing with OCCC by establishing rules and procedures ([ORS 279A.060](#)).

The Board of Education must approve purchases over \$100,000 and will at all times respect the public trust, avoiding any real or perceived favoritism in purchasing and contractual matters ([Board of Education-Policy 615](#)). Three written quotations are required to be reported to the Board of Education when the purchasing amounts are between \$25,000 and \$99,999.99.

Academic Freedom

[2.A.27] Clatsop Community College publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment. [Board Policy 5.030](#), Article 4.D. of the [Full-time Faculty Collective Bargaining Agreement](#), and Article 5.D of the [Part-Time Faculty Collective Bargaining Agreement](#) establish CCC's position regarding academic freedom. It states in 4.D.1: "The purpose of this section is to promote understanding and support of academic freedom and professional responsibility to the students, to the community, and Clatsop Community College. The College operates for the common good and not to further the interest of either the individual or the institution as a whole. The common good depends upon the free search for truth and its free expression." It further goes on to consider academic freedom when teaching and as a member of the college, and employees as citizens of the community.

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Faculty and students have the latitude to explore and examine content in their academic area of expertise or study. Oregon Coast Community College maintains an environment that encourages academic freedom and independence of thought. Board Policy 400 states that the college will adopt "the academic freedom and responsibility policy of the contracting college".

Academic freedom is also expressed in the ARTICLE VII of the Collective Bargaining Agreement (CBA) between the AFT-Oregon Coast United Employees, Local 6020, as ...[A]ll Faculty are entitled to academic freedom which carries with it academic responsibility to students, to the community and to the College [OCCC]." The CBA further provides guidance regarding appropriate content. "When teaching, instructors are entitled to freedom in the classroom when discussing the instructional subject; however, while controversy is at the heart of free academic inquiry, instructors will not persist in introducing material which has no relation to the subject they are teaching" ([Collective Bargaining Agreement-Academic Freedom, page 10](#)).

Academic freedom is also reflected in the Faculty Handbook, and is discussed regularly at the monthly Council of Curriculum and Instruction meetings held throughout the academic year.

A grievance process is in place for faculty, students, and community members. Resolution at the lowest possible level possible is the desired goal of the grievance process. ARTICLE XXV of the CBA provides specific and detailed steps to be followed during a grievance procedure ([Collective Bargaining Agreement 2013-2018, Faculty Unit, see page 27](#)).

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

Board Policy [5.030](#) defines Academic Freedom as ..."encourage examination of controversial issues that are germane to the academic area and consider multiple points of view. Students should be free from coercion as they form and support their own reasoned opinions."

CCC's [mission](#), "Our mission is to build an educational community that provides open access to quality learning opportunities that prepare people of our region for productive participation in civic, cultural, social, and economic lives.", implies academic freedom by preparing individuals through learning opportunities to productively participate in the civic, cultural, social, and economic dimensions of life. Only through academic freedom, by examining those controversial issues in a mature, analytical manner, can one productively participate in all dimensions of life.

[CCC's Core Themes](#) 1, 2, and 3 also emphasize academic freedom through foundational skills, transfer, and employment. The examination of controversial issues free from coercion and censorship allows students to build foundational skills for college and for life. Academic freedom allows students to build essential critical thinking and reasoning skills needed for a bachelor's degree and for life and employment. Although academic freedom is not specifically spelled out in the College's Mission and Core Themes, it is implied throughout. The College's [Core Values](#) do talk about "respecting individuals and their contributions; seek truth and feedback; listen; have open, transparent communication; encourage university participation; be open to change; appreciate differences; provide a safe and reliable learning environment in which we strive to be ethical, honest, and disciplined;". These create an atmosphere characterized by civility, creativity, innovation, and flexibility; it respects thoughtful risk-taking as a path to achieve innovation and creativity.

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The CCI addresses issues related to creating a learning environment that encourages independent and critical thinking and the dissemination of their reasoned conclusions. Dialogue and exchange of perspectives and ideals are encouraged through the CCI. The CCI would provide authorization for the course of action by faculty, staff or students. The annual in-service also provides a collegial venue where diversity, respect, and civility is discussed openly as well as modeled.

Students Rights and Responsibilities are stated in the OCCC catalog as "Students have the right of free discussion, inquiry, and expression. Students may take reasonable exception to the data or views offered in any course of study and retain personal judgment about matter of opinion..."

Because the vision, mission (core themes), and values are in the initial stage of development with college employees, students and community members, reflecting academic freedom and embracing diversity of thought and its expression will be an important concept to include.

[2.A.29] At CCC, individuals with teaching responsibilities present scholarship fairly, accurately, and objectively and when faculty utilize derivative scholarship they acknowledge the source of intellectual property, while personal views, beliefs, and opinions are identified as such. This is addressed in the CCC [Faculty Collective Bargaining Agreement \(4.D\)](#),

"1. The purpose of this section is to promote public understanding and support of Academic freedom and professional responsibility to the students, to the community and Clatsop Community College. The College operates for the common good and not to further the interest of either the individual or the institution as a whole. The common good depends upon the free search for truth and its free expression.

2. Academic freedom is essential to these purposes and is applied to teaching and other college related activities. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the faculty member in teaching.

3. Faculty shall have the freedom to teach, both in and outside the classroom; to conduct research and to publish the results of those investigations and to create, display and perform artistic expressions. Understanding their role as faculty members within the community, members have the freedom to address any matter of institutional policy or actions as a member of the campus community.

4. Such freedom is conducive to the College's mission when it is accompanied with the appropriate restraint of not introducing into teaching of curriculum controversial matter which has no relation to the course's content, or the expression of thought without critical assessment of its intent to disrupt rather than to promote learning. While controversy is at the heart of free academic inquiry, civility is the standard for professional conduct of college faculty and staff.

5. Each faculty member is also a citizen of the nation, state, and community, and when speaking, writing, or acting as such shall be free from institution censorship. The faculty member should avoid, however, creating the impressions of speaking or acting for the College when speaking or acting as a private person. It is recognized that the personal life of a faculty member is not an appropriate concern of the College except as it limits the member's effectiveness in his/her position."

The College and Faculty Association embrace academic freedom as evidenced by the President's and Faculty Association President's signature on the collective bargaining agreement.

Oregon Coast Community College

The OCCC Student Handbook as well as the Faculty Handbook explicitly states that academic managers oversee the faculty under their supervision. The acknowledgement of scholarly property derived from others individuals as intellectual property is the duty and responsibility of those with teaching responsibilities. Direct classroom observations, course evaluation by students, and student comment forms provide faculty with feedback about their practices and effectiveness. The monthly CCI meeting provides an opportunity for faculty to reconfirm their understanding and practice with regards to intellectual property, and the expression of personal perspectives and opinion.

The OCCC Faculty Handbook as well as the hiring process reinforces the responsibilities and expectations of faculty. Freedom of expression and the sharing of perspectives by both faculty and students are encouraged and endorsed ([OCCC Faculty Information Handbook, pages 52-55](#)).

The Student Handbook and the Faculty Handbook outline the grievance procedure through which concerns about faculty and students can be responded to promptly and without bias.

Finance

[2.A.30] Clatsop Community College (CCC) has clearly defined board and business policies for governance and fiscal management of the college. Administration of financial policies is the responsibility of the Vice President of Finance and Operations. [Chapter 294](#) of the Oregon Revised Statutes governs budget preparation for Clatsop Community College. Board policy [1.205](#), Powers and Duties, defines the role of the Board of Education as required by Oregon Revised Statutes (ORS). The Board of Education receives [financial reports](#) at their monthly meetings and approves the annual budget. The Board also participates in the [Budget Committee](#) which reviews the proposed budget. The process of budget preparation and review is outlined in Board Policy [3.005](#). In addition, supplemental budgets required after budget adoption are also approved by the Board.

The College's Board of Education adopted policies on [borrowing funds](#), [investment of funds](#), and [depository of funds](#). The College conservatively manages its debt, with the Board approving any new debt liability.

The [College's Master Plan](#) drives the requests for capital construction funds at the state level. The College's Master Plan was last updated in 2008. Requests for capital construction funds are submitted to CCWD before a regular session of the Oregon Legislature. CCWD works with the Oregon Presidents' Council to prioritize the list, then submits the requests to the Oregon Legislature on behalf of the state's 17 community colleges. The Oregon Legislature determines the amount of money allocated to capital construction and decides which requests to fund. The capital construction fund provides up to 50% of the cost of new capital construction and the college must provide the other 50%. In the 2013-14 regular session of the Oregon Legislature, CCC was awarded \$7,999,000 for construction of a new [health and wellness center](#).

CCC's Director of Advancement is also the Executive Director of the CCC Foundation. She is responsible for the oversight of all fundraising activities. The [CCC Foundation](#) was established in 1960 as a separate 501(c) (3) organization to provide philanthropic support for the College, its students and programs. Currently, the Foundation manages approximately \$2.8 Million in privately donated funds. In 2012-13, the Foundation was [audited](#) by the same organization that audited the college: CliftonLarsonAllen LLP.

Oregon Coast Community College

Section 600 Fiscal and Budget of the OCCC policies are all approved by the Board of Education ([Board of Education Policies-600 series](#)). These policies provide guidance with regards to management and responsibility for financial resources entrusted to OCCC. OCCC establishes a budget calendar and a budget development process that defines opportunities for budget proposal, approval and adoption.

The budget document addresses financial policies and practices that include auditing, investments, pension system, budgetary processes, capital outlay and debt. The budget document also includes a general fund-five year financial forecast beyond the proposed budget ([2013-2014 Adopted Budget, see pages 14, 36 and 38](#)).

ORS 341.675 establishes the authority to incur bonded indebtedness for certain uses as well as sets debt limits for the institution. OCCC maintains a Debt Service Fund to pay the debt service requirements on bonds, debt obligations and pension bonds.

For OCCC to transfer or borrowing between funds a resolution must be approved by the Board of Education prior to any such action.

In practice, OCCC strives to maintain a 15% ending fund balance each year ([2013-2014 Adopted Budget, see page 35](#)). A Board of Education or Administrative Rule will need to be developed.

Standard 2.B Human Resources

[2.B.1] Despite the economic downturn of the last few years, Clatsop Community College continues to employ a sufficient number of qualified personnel to support and maintain college operations. The College was especially hard hit in 2011-12 when state support fell from about \$3 million in 2010-11 to less than \$1 million. The College responded to this funding cut by reviewing faculty, staff, and administrator positions and cutting positions in each group. The reduction-in-force cuts initially included 15 faculty, two staff, and two administrator positions. Wherever possible, the College used vacant positions and early retirements to reduce the number of faculty positions to five. Two administrative positions were eliminated and one position restructured to achieve considerable savings. Any vacant positions considered essential were filled with internal candidates, if the individuals were qualified. Other positions were reduced from 1.0 FTE to 0.8 FTE to maintain benefits and jobs for individuals. This strategy allowed the College to preserve core programs and support services critical to the mission of the college. This also allowed the College to continue to fulfill Core Themes 1-5. Fall quarter 2013, the College employed 27 Full-time Faculty, 33 Classified staff, 80 Part-time faculty (credit, non-credit and community education), three Administrators, four Confidential Classified staff and 37 Service and Supervisory staff. In Fall quarter 2010, the College employed 40 Full-time faculty, 34 Classified staff, 65 Part-time faculty (credit, non-credit, and community education), four Administrators, four Confidential Classified staff, and 36 Service and Supervisory staff.

As the economy rebounds, the state increased state support for community colleges. For CCC, this means an increase of state support to \$1.6 million. The College continues to add courses back to the schedule by hiring qualified part-time faculty members. The College is also striving to be more efficient with the classes that it offers by ensuring classes have an average of 20 students enrolled. The structure of higher education in Oregon is changing, as is the funding formula for the community college support fund. Funding was based on enrollments and this is changing to reflect outcomes. A new formula has not been developed, but community colleges are unsure of the impact on state support.

Criteria, including minimum and desirable qualifications for vacant positions are clearly detailed in our hiring module, [SimpleHire](#). Applicants are carefully screened for minimum qualifications before applications are released for review by selection committees.

Hiring for regular positions is done by a [selection committee](#), in accordance with collective bargaining agreements. Each committee is made up of a representative group of three to seven employees and occasionally an outside community partner. Selection committees are trained carefully by the Human Resources Director at an orientation session during which interview questions and matrix score weighting is done by this committee. Following completion of these tasks, the committee is then given electronic access to view the applications.

Job descriptions may be updated due to a minimal amount of similar duties added or through a reclassification process if there are a large volume of new duties or more complex duties added. [Procedure 4.105P\(2\)](#) describes the process for job description changes due to a temporary increase in duties, a gradual change in duties over time, or due to departmental reorganization. Position descriptions are also updated prior to posting for a vacant position or at the request of any supervisor or incumbent employee.

Oregon Coast Community College

OCCC has been challenged in maintaining a sufficient level of personnel to fulfill the mission and to provide exemplary service and resources to students during the prolonged economic downturn. As a result of workforce reduction, functional areas have staffing gaps and take on more responsibilities while subjected to furlough days and salary reductions during this time. The College currently employs 10 full-time instructors; approximately 50 part-time instructors; and 30 staff employees, including managers and directors.

OCCC provides services and resources in critical areas such as safety, security and employee development.

Faculty hiring criteria and processes align with those of the College. Criteria, qualifications, and procedures for selection of personnel are clearly stated in detailed job postings that are accessible on the OCCC website as well as published in the local media when positions are available. Announcements of job vacancies are physically posted outside of the OCCC Human Resources Office in the public hallway.

Job descriptions, which are periodically up-dated, accurately reflect duties and responsibilities. An example of this is the job description for OCCC's Dean of Instruction position. The position's duties and responsibilities now reflects the following: leadership; communication; administration; management of course offerings and evaluation of program standards; reporting; scheduling; faculty evaluation; accreditation; institutional diversity; collective bargaining; assessment; instructional budget; staff supervision; promotion of instructional programs and courses; management of instructional data; oversight of use of instructional technology; and strategic planning. Human Resources works with managers and the Dean of Instruction to ensure that 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.

Human Resources manage the processes required to fill vacancies at OCCC. After the job description is reviewed a vacancy notice is posted for review by potential candidates.

An interview committee provides Human Resources with a set of questions to be presented to interviewees. Besides responding to tailored questions, candidates for faculty positions teach a mini-lesson related to their content area of expertise.

After each interview, committee members assess, rate and discuss the merits of each candidate. If there is consensus on a finalist, Human Resources check references and perform a background check. This process confirms the quality and depth of the finalist's professional experiences, knowledge, skills and abilities.

[2.B.2] Clatsop Community College annually evaluates administrators and staff with regard to performance of work duties and responsibilities. CCC uses an [annual evaluation process](#) for all classifications of regular (non-temporary) employees. This process involves the employee completing a self-evaluation, and then meeting with his/her supervisor to discuss the past year's job performance, job description, and goals for the future. The only exception is the President, who is evaluated by the Board of Education.

Oregon Coast Community College

OCCC should commit to resuming regular performance evaluations to ensure that the quality of work and the fulfillment of duties and responsibilities occur for both administrators and staff members.

[2.B.3] Clatsop Community College provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities. The College makes programs (internal and external) available to all employees interested in improving their professional expertise. The Human Resources department conducts New Employee Orientation to provide all new full-time employees with knowledge of their benefits and college policies. Human Resources personnel also schedule seminars or workshops for employees on a variety of human resources topics such as PERS (the Oregon state retirement system). Other departments conduct a variety of job-related trainings. The Business Office regularly provides an update on using the purchasing module on the College's operations and student management system. Currently, the first full five days before fall term and two full days before winter term are reserved for in-service training for faculty and staff. Any staff member, including part-time employees, qualifies for a tuition fee waiver enabling them to take any course at the college on a space available basis. For all other classifications of employees (classified and service and supervisory), monies are put into the annual budget for scheduled development activities.

For faculty covered under the full time collective bargaining agreement, the College provides an amount equivalent to Step 7 (for 2013/14, \$55,191) of the current salary schedule to be used for a wide range of faculty growth and enrichment activities. Funds are allocated by a committee made up of faculty members based upon applications received and their own operating guidelines. The [Faculty Growth and Enrichment Fund Committee](#) annually provides a report to the College President covering: 1) The faculty granted staff development awards as of June 1st; 2) Purposes of each award and; 3) Reports on outcomes that the faculty obtained through the award within 90 days.

Part-time faculty members covered under their bargaining agreement also have a provision for [voluntary professional development](#). A fund has been established in the amount of \$2,000 annually for the life of the three year agreement to a maximum of \$6,000. Requests are reviewed by the Vice President of Academic and Student Affairs and then submitted to a committee of part-time faculty members for determination of approval.

Oregon Coast Community College

The College offers tuition waiver and tuition reimbursement benefits to faculty, staff, and administrators assigned to benefits-eligible positions. Training and professional development activities have been limited though OCCC personnel have participated in conferences, workshops or classes hosted by: American Association Women in Community Colleges (Oregon Institute for Leadership workshop), Leadership Lincoln (a county-wide class to develop connections between active local community members), Willamette Valley Development Officers (Major Giving conference), Achieving the Dream™ (ATD) (Dream Conference), twice a year meetings with the assigned ATD coaches, On-Course Student Success and Engagement training, and Association of Student Conduct Administration conference. OCCC directors regularly attend statewide community college meetings (monthly or quarterly) that represent functional areas including 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 annual fall term in-service gives opportunity for specific training for faculty and staff. Supervising academic managers supply formative evaluation and opportunities for development and improvement by faculty ([In-Service agenda fall 2013](#)).

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

Clatsop Community College maintains an appropriate ratio of full-time to part-time faculty to achieve its Mission and Core Themes, while providing quality programs during robust and changing times. In 2011-12, the College reduced the number of full-time faculty from 36 to 28 in response to a \$1.1 million budget deficit. During the summer, one additional faculty member left the college reducing the number of full-time faculty to the current number of 27. The College has a long-standing commitment to the use of full-time faculty to teach the courses offered in its programs. In 2011-12, the percentage of full-time faculty to adjunct faculty teaching the College's curriculum was 63.2% full-time to 36.8% adjunct. This was the highest proportion of full-time faculty teaching compared to any other community college in the State of Oregon. The number of part-time faculty hired to teach classes increased from 95 in 2011-12 to 111 in 2013-14, resulting in a 1:3.52 full-time to part-time faculty ratio. The 27 full-time faculty members participate fully in governing the College, instruction, and continuous quality improvement activities. Faculty members are responsible for assessing program, course, and institutional student [learning outcomes](#). They are also responsible for developing, revising, defining, and teaching the curriculum; [program evaluation](#); and reviewing course changes, new courses, new programs, and program changes. [New faculty selection committees](#) are composed of mainly faculty members. Faculty members play an integral part on Instructional Council, College Council, Budget Advisory Committee, Assessment Oversight committee, and Web Committee.

The College Board of Education adopted an Instructor Qualifications Policy, [5.005](#), that is based on OAR 589-008-0100, "Community College Personnel Policies and Instructor Approval". This policy requires specific levels of education and/or experience for transfer education, career-technical, and adult basic skills/GED faculty. Of the full-time faculty, 7% hold doctorate degrees, 66% hold master's degrees, 3% hold bachelor's degrees, and 24% hold licenses and/or decades of experience in industry. Individuals with a bachelor's degree or holding licenses and/or decades of experience in industry teach in the College's career-technical programs. To ensure integrity and continuity of the College's academic programs, wherever offered and however delivered, faculty members teaching online must meet the same qualifications as faculty teaching face-to-face classes. First time online faculty meet with the College's distance learning coordinator to learn the essentials of online teaching and the Blackboard learning management system.

Oregon Coast Community College

OCCC's Human Resources Office conducts searches for qualified faculty, staff, and administrators. Recruitment is broad and utilizes the OCCC website, personal networks, purchasing of ads in industry specific publications, and the local and regional media capabilities (radio, online, and print). To fill key positions, academic departments at Oregon State University, Portland State University, and the University of Oregon are informed about open faculty positions. For key leadership positions, OCCC also recruits in The Chronicle of Higher Education. Interview processes include different individuals each time and integrate experienced individuals from related disciplines to screen applications, interview and select the new employee.

Human Resources works closely with hiring supervisors and the Dean of Instruction to ensure that the hiring processes are fair and legal from initial application intake to conducting reference and background checks.

Despite being located in a rural, coastal community of 45,000 residents, OCCC has recruited and maintained a substantial number of qualified full- and part-time instructors. Numerous faculty members live in other community college districts and often times leave OCCC due to employment opportunities at closer institutions. Despite challenges related to geography, funding, and size, OCCC's diverse instructional staff has grown. Over the last eight (8) years OCCC instructional staff has increased from five (5) full-time faculty and less than 40 part-time instructors to ten (10) full-time faculty members and approximately 50 part-time, adjunct instructors. Due to scale of economies, OCCC does not have academic department chairs or mentoring faculty.

For assignment to credit, transfer courses, the OCCC hiring criteria requires recent, college-level instruction in that particular discipline. This specific requirement enables the new, but experienced instructor to adequately address college and academic policies consistently to ensure program integrity and continuity. This OCCC criteria is in addition to the hiring standard for Oregon community college instructors of possessing a Master degree in the discipline in which he/she will teach, or possessing 30 or more graduate level credits in that discipline. Adhering to these standards has allowed OCCC to fulfill its mission by developing a body of qualified instructors. These individuals collectively present effective instruction by addressing various styles of learning and being responding to student needs.

Full time instructors at OCCC teach about 30% of the classes offered during a given term during the regular academic year. Both a lack of adequate community college support funding as well as student enrollment restrict OCCC's capacity to employ a greater proportion of full-time faculty members.

[2.B.5] At CCC, faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Consistent with Clatsop Community College's Core Themes which focus on foundational skills, transfer, employment, business productivity, and personal enrichment, faculty responsibilities center around teaching, learning, and related duties such as educational assessment, institutional student learning outcomes attainment, program evaluation, and the like. Faculty responsibilities and workloads are defined in the [collective bargaining agreement](#). Faculty sign [contracts](#) that specify a 174 day work year. The College does not require faculty to perform research or create scholarly or artistic works, but many faculty engage in these activities.

The College's expectations for faculty responsibilities and workloads are comparable to those at other Oregon community colleges.

Oregon Coast Community College

While preparing term-by-term faculty assignments, the Dean of Instruction develops individual assignments that comply with faculty workload policies defined in the Collective Bargaining Agreement (CBA).

Prior to each term Human Resources confirms the accuracy of each instructor's workload and issues the Confirmation of Teaching Assignments. When a situation arises that results in a teaching overload, the faculty union is asked to grant a temporary exclusion to the faculty workload as detailed in the CBA.

[2.B.6] At CCC, faculty members are regularly evaluated in a systematic, substantive, and collegial manner once every three years. The evaluation procedure was developed by the Vice President of Academic and Student Affairs with input from full-time faculty members. The Clatsop Community

College [faculty evaluation system](#) is used to improve teaching effectiveness, increase activity in scholarly endeavors, and increase engagement in the community. The processes and procedures presented here are part of the College's continuous quality improvement cycle. This system is grounded in constructive feedback from several sources to sustain excellence in teaching as well as in other professional endeavors. This process requires that faculty reflect on their journey and analyze their practices to promote the best practices in student learning and success. The excellence of faculty and the students they graduate creates the academic reputation of the institution. Administrators and faculty have access to all primary evaluation data.

Newly appointed faculty members are evaluated annually for their first three years. The faculty member and the supervisor will meet every fall term to develop a matrix that clearly delineates responsibilities and amount of effort applied in each area for the upcoming academic year. The faculty member will also develop professional goals, objectives, measures, and achievement targets for that academic year. Results from the faculty member's evaluation will be used to determine his/her work plan for the following year.

Faculty members granted continuing status will undergo evaluations every three years. In the spirit of the continuous quality improvement cycle, action plans will be developed and implemented by faculty to advance a faculty member's expertise and proficiency in teaching and learning, scholarly activity/professional development, professionalism, and/or service. The process for evaluating new and continuing faculty will be the same, except for new faculty being evaluated every year for their first three years at the college. When improvement is identified in a review, the supervisor works with the faculty member to set up an improvement plan and a timeline as outlined in the Faculty Evaluation document.

Oregon Coast Community College

The Collective Bargaining Agreement-Faculty Unit provides the interval, timeline and criteria for faculty evaluations. The evaluation process for full-time faculty positions is involved, structured and designated to be conducted within particular timelines. New, full-time instructors are evaluated annually during their 3-year-long probationary appointments. After 3 years of successful performance at probationary appointment status, full-time faculty members are appointed to continuous appointment status ([Collective Bargaining Agreement-Employment Status, page 3](#)).

The Office of Instruction has the responsibility for the comprehensive evaluation of faculty in a regular and systematic manner. This department will develop a collegial approach to faculty evaluation that is substantive and meaningful. In compliance with the CBA, OCCC needs to commit to regularly providing the faculty with an evaluation within the interval in order to support academic leadership, effectiveness and mission fulfillment.

Standard 2.C Education Resources

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

Clatsop Community College's education programs reflect the stakeholders' needs, allowing the College to accomplish its mission and core themes. The college credit programs culminate in transfer associate degrees, career-technical degrees, and certificates. These programs include transfer and career-technical degrees. Transfer degrees offered at community colleges in Oregon are detailed in statute: Associate of Arts – Oregon Transfer ([AAOT](#)), Associate of Science, Oregon Transfer -Business ([ASOT-Business](#)), the Oregon Transfer Module ([OTM](#)), and the [Association of Science- transfer degree](#). All community colleges in Oregon are pre-approved to offer these degrees and the criteria for the degrees are set forth in the Oregon Administrative Rules. Career technical degrees are created by community colleges in response to district needs and are approved by the [Joint Boards of Education](#)* through CCWD. In addition to the for credit programs offered at the college, the college also offers instruction in Adult Basic Skills to meet the needs of students seeking to complete a GED, English as a second language, continuing education, and community education/personal enrichment classes.

*Note: The Joint Boards are no longer an active public body. The multi-sector work of the Joint Boards has now been taken up by the [Oregon Higher Education Coordinating Commission \(HECC\)](#) and the [Oregon Education Investment Board \(OEIB\)](#). Senate Bill 242 created the HECC during the 2011 Legislative Session to coordinate postsecondary policy between the Oregon University System and community colleges in the state, and Senate Bill 909 created the OEIB which is focused on a unified approach to PK-20 public education in Oregon. Through July, 2012, the Joint Boards, comprised of the Oregon State Board of Higher Education and the [Oregon State Board of Education](#) explored topics of mutual concern and sought positive resolution to advance education for all students from pre-K through post-secondary education in Oregon. The Joint Boards Working Group (JBWG) was comprised of three appointed members of the State Board of Higher Education and three appointed members of the State Board of Education and was staffed by the [Oregon Department of Education](#), the [Department of Community Colleges and Workforce Development](#), and the System Office of the Oregon University System. The working group met regularly during the time between Joint Boards meetings and developed work plans, policies, and other initiatives in support of the Joint Boards' agenda.

Table 2.C.1.1. Degree and Certificate Options Available at Clatsop Community College

Degree or Certificate Option	Program Subject Area
Associate of Arts- Oregon Transfer (AAOT)	General Studies for first 2 years of baccalaureate
Associate of Science, Oregon Transfer-Business (ASOT-Bus)	General Studies for first 2 years of Bachelor of Business
Oregon Transfer Module (OTM)	General Studies for first year of baccalaureate
Associate of Applied Science	Apprenticeship, construction trades; Apprenticeship, Electrician, Apprenticeship-Industrial Mechanics and Maintenance; Automotive Technician; Accounting Technician; Business Management; Early Childhood Education; Fire Science; Historic Preservation and Restoration; Maritime Science-Vessel Operations;

	Nursing;
One year Certificate	Automotive Technician, Business Professional, Retail Management, CADD Technician, Early Childhood Education, Historic Preservation and Restoration, Seamanship, Medical Assistant, Practical Nursing, American Welding Society Entry Level Welding
Less than One Year Certificate	Retail Management, Professional Truck Driving
Career Pathways Certificates (12 – 44 credits)	Accounting Technician, Business Management, Business Professional, Entrepreneurship, Communication in Business, Retail Management, Fire Science, Seamanship, Medical Assistant, Welding

The credit bearing degree and certificate options available at Clatsop Community College programs are listed in Table 2.C.1.1. All of the career-technical programs listed in the table (AAS degree and certificates) are approved by CCWD for rigor, and content in recognized fields of study while the statewide transfer degrees (AAOT, ASOT-Business) as well as the Oregon Transfer Module are mandated by statute and pre-approved for all community colleges to offer. The Joint Boards Articulation Commission (JBAC) established the criteria for the Associate of Arts-Oregon Transfer in 1998 and revised the criteria as recently as 2009. In 2009, JBAC also led the development of standard for transferrable [general education courses](#) in Oregon:

“Background: Attached is the joint work of 72 faculty in Oregon universities, public and private, and in Oregon community colleges. The Outcomes statements articulate the broad goals of each of the classical components of General Education, which also correspond to the principal elements of the AA/OT (Associate of Arts, Oregon Transfer) degree. These outcomes are intended to communicate the overall value of course work in each area for students. They do not define specific, discrete outcomes that are readily measurable. In contrast, the Criteria statements are more specific and describe the characteristics of courses that faculty believe have the capacity to produce the desired outcomes. This collection creates a framework, the first in Oregon, with which to gauge the suitability of General Education courses intended to transfer among Oregon colleges and universities. It replaces an ad hoc system of approving such courses, particularly those from community colleges, and as the product of an unusually collegial effort, has broad credibility.”

The programs contain appropriate content and academic rigor as required by statewide standards (AAOT, ASOT-Business, OTM, AS), state accrediting agencies (Nursing- OSBN), national approving agencies (Welding- AWS standards, Maritime- Coast Guard), and national guidelines (Auto-NATEF). All programs have program-level and course-level student learning outcomes that lead to career pathway certificates, certificates, and associate degrees.

Clatsop Community College offers a higher percentage of career technical programs than most other Oregon community colleges. All programs satisfy licensure, professional certificate, and/or employment standards in the field. All programs also have active advisory committees ([Automotive](#), [Historic Preservation and Restoration](#), [Welding](#)) composed of local individuals who are employed or retired from local businesses. The advisory committees meet two to three times a year to discuss curriculum, program changes, local industry needs, appropriate program and course outcomes and entry-level competencies, and upcoming industry changes ([Maritime Science minutes](#), [Fire Science minutes](#)).

[Program learning outcomes](#) are listed for all educational programs offered by Clatsop Community College. Program learning outcomes describe what students will be able to do when they complete the program. Program learning outcomes are published in the CCC catalog, the website, and program handbooks. Program paradigms contain all courses needed to obtain a degree and meet program requirements. For more information on outcomes, see 2.C.2 and 2.C.10.

The world is constantly changing and so are the courses and programs at Clatsop Community College. The College analyzes its program offerings, delivery methods, course alignment, and partnerships annually to identify areas for improvement. Courses and programs are reviewed by faculty, staff, university partners, and advisory committee members to validate program relevance, need, and quality. Every course offered at the college is summarized on a course outline form and this form is kept on file with the Office of Instruction ([ART115](#), [BI101](#), [NUR105](#), [WLD102](#), [NFM225](#)). Course outlines are generally reviewed every three years; however this process was delayed due to personnel changes in the last few years. Instructional Council will begin the cycle anew in September and review one-third of all the course outlines. Next year, they will review another third of the course outlines and the remaining course outlines will be reviewed in two years. Then, the cycle will begin again.

In Fall 2012, the faculty collaborated on building a new [program evaluation process](#) that would answer critical questions and linked to NWCCU and other accreditation standards. Three programs (Maritime Science, [Math](#), and [Nursing](#)) volunteered to pilot the new program. Results were presented to all faculty at Fall 2013 in-service meetings and the faculty tweaked the process. All programs agreed to perform a program review for the 2013-14 year and present results at the end of the spring 2014 term. The Vice President for Academic and Student Affairs oversees this process and all educational programs and courses.

The College uses the US Department of Education's [Classification of Instructional Programs](#) (CIP) code for course and program naming conventions. The [Oregon Council for Computer Chairs](#), composed of faculty from community colleges and Oregon University System institutions, created a statewide course numbering system for computer science and computer information systems courses that the college uses for its courses. In addition, CCWD publishes [state course numbering guidelines](#) in its community college handbook that are based on the State Activity (ACTI) Code. Community colleges determine the award of course credit for all course offered based on [CCWD's guidelines](#) and [OAR 589-006-0100\(7\)](#). Faculty members proposing new courses are responsible for allowing adequate contact hours to achieve all student learning outcomes. All new courses are approved through [Instructional Council](#) where this information will be reviewed and validated.

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The Council of Curriculum and Instruction at Oregon Coast Community College (OCCC) and each Career and Technical Education program advisory board reviews all degree and certificate curriculum for appropriate content, and rigor. After the CCI has approved the course, outlines are submitted to the College's Instructional Council. All degrees and certificates are required to show clearly identified student learning outcomes. Once degrees and certificates are approved by the Oregon State Department of Community College and Workforce Development, and Oregon State Board of Education, the OCCC degree and certificate outcomes are posted on the OCCC intranet and instruction can begin ([Office of Instruction](#)).

The review and approval process for degrees, certificates, as well as curriculum provides the necessary process to ensure that programs are consistent with OCCC's vision, mission (core themes), and values. Achievement of student learning outcomes is assessed by faculty on a yearly basis.

Student Learning Outcomes for Career and Technical Education programs are also evaluated through employer and graduate surveys. This feedback, which typically occurs 6-12 months after graduation, helps determine the employability of graduates as well as the fulfillment of intended outcomes.

All OCCC career and technical education programs have a local advisory board. 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 Advisory Committees and program faculty collaborate to ensure that the program addresses current business, industry, labor, and/or professional employment needs. Course outcomes for Career and Technical Education Programs at OCCC are regularly revised and updated by faculty and advisory committees.

The advisory boards also assist OCCC in meeting the following 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. The list of OCCC strategic themes is available on the OCCC intranet site ([OCCC Strategic Themes](#)).

Strategic Theme Three: “Promote Life-long Learning and Cultural Enrichment in Lincoln County”. This theme identifies that OCCC services must be accessible and relevant to the local community. As such OCCC is tasked with working closely with the local community in planning services to meet genuine local needs. This process identifies opportunities that encourage student responsibility for learning and civic involvement.

The inclusion of cultural competency as a student learning outcomes reflects another one of OCCC’s strategic themes. Strategic Theme Two states that OCCC will, “Successfully Serve Lincoln County’s Increasingly Diverse Population”. The local advisory committee provides insight into trends and changes within the county. As Lincoln County becomes more demographically diverse and the coastal economy continues to change, OCCC will recruit, retain, and serve the local student population that is representative of the county’s population.

[2.C.2] Clatsop Community College identifies and publishes expected course, program, and degree learning outcomes. Students receive student learning outcomes for courses in written and/or electronic formats.

Program outcomes for all degrees and certificates are published on the college website and in the [college catalog](#). Some career-technical programs also publish program outcomes in their program student handbooks. ([Nursing](#), [Medical Assistant](#)) Criteria for transfer degrees ([AAOT](#) , [ASOT-Business](#), [OTM](#)) and [statewide general education outcomes](#) are found in documents approved by the Joint Boards of Education. In addition to program outcomes, Clatsop Community College also identified [Institutional Student Learning Outcomes](#) (ISLO’s) which are essential transferable skills crucial to student success. The ISLO’s are published in the College’s catalog and on the college website. All program outcomes are aligned with the ISLO’s and this is demonstrated on curriculum maps for all programs ([ART117-AAOT](#), [BI211-AAOT](#), [BI231-AAOT](#), [CH104-AAOT](#), [ENG104-AAOT](#), [GS104-AAOT](#), [HST103-AAOT](#), [MA112-ISLO](#), [MA113-ISLO](#), [MA115-ISLO](#), [MA112-PRM](#), [MA113-PGM](#), [MA115-PGM](#), [MA120-PGM](#), [MTH111-AAOT](#), [NUR02-PGM](#), [NUR104-PGM](#), [WR121-AAOT](#)) . Student achievement of the ISLO’s is demonstrated through student achievement of program and learning outcomes.

Course student learning outcomes are provided on [course outlines](#) and course syllabi. Course outlines are the College’s official record of course student learning outcomes, content, instructional methods, and contact hours. Course student learning outcomes are a required field in the course

outline and must be written using Bloom's taxonomy to correspond to the level of learning that occurs in the course. All course outlines are reviewed and approved by the Instructional Council, whose membership consists of mainly faculty members. Course outlines are reviewed every three years (1/3 the first year, 1/3 the second year, and 1/3 the third year, then the cycle repeats). All general education courses that are brought before Instructional Council must provide not only a course outline, but also a curriculum map, and a letter of transferability. This ensures that course outcomes meets recognized general education outcomes and will be transferable to a 4-year institution. Course student learning outcomes exist for all courses, wherever offered and however delivered, and syllabi are provided to all enrolled students. Curriculum maps which align course outcomes and program outcomes are available for all courses on the college intranet (SharePoint). Instructors provide enrolled students course syllabi; students may also access course syllabi for the current term from the College's website.

The Institutional Student Learning Outcomes (ISLOs) are embedded in its mission statement and allow the College to interpret its mission fulfillment. The ISLOs were originally development through a collaborative effort of the faculty, administrators, staff, students, and the Board of Education. The [Assessment Steering Committee](#) (ASC) is using subcommittees to implement the College's assessment program. The ISLO subcommittee is charged with refining the ISLOs, operationally defining them, monitoring assessment activities, and recommending changes to them.

The subcommittees were formed last year so faculty and staff would provide oversight of the educational assessment activities at the college. Some subcommittees were very productive last year ([Program Evaluation](#)) and other committees were less productive (ISLOs). Subcommittee members are working to transform the initial charge into action plans.

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The College publishes and regularly updates course and learner outcomes in the OCCC College Catalog and in Career and Technical Education program brochures, curriculum maps, advising guides and career pathway curriculum maps.

Intended learning outcomes are also provided on the college website ([Degree and Program Outcomes](#)). Program and course outcomes are listed in the nursing and aquarium science student handbooks and are available for review by students, faculty members and advisory board members ([Nursing Program website](#)) and ([AQS Student Handbook 2013-2014](#)).

OCCC academic standards require that course outcomes be listed in every course syllabi. The expected course outcomes apply regardless of where or how the course is offered or how the course is delivered. Course syllabi and course learning outlines are available through the OCCC intranet site ([Office of Instruction](#)).

[2.C.3] Clatsop Community College bases all credit and degree awards, wherever offered and however delivered, on documented student achievement and awards both in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

All courses and degrees offered at Clatsop Community College are regularly reviewed for generally accepted learning outcomes, norms, and/or equivalencies in higher education. Local community colleges elect to award course credit and it must adhere to the mandated ratios or to equivalent student learning outcomes. [OAR 589-006-0050\(11\)](#) states, "Clock/Contact hours is defined as one clock (or contact) hour that is 60 minutes long. No more than 10 minutes of each hour can be used for a regularly scheduled break or passing period." [OAR 589-006-0100\(7\)](#) speaks to the maximum

number of credits allowed in an associate degree, “The credit requirements of courses and programs should be manageable for students allowing them to successfully complete program requirements within a reasonable period of time. There is a 108 credit mandatory cap on the maximum number of credits required for an associate degree or certificate of completion program.”

The OARs are consistent with the [NWCCU Policy on Credit Hour](#). All new courses are reviewed for compliance with this policy by the Instructional Council before they are approved and offered to students. Existing courses are reviewed every three years for compliance with this policy.

Faculty members award course credit to students based on their achievement of course student learning outcomes. These student learning outcomes are found on the course syllabus and course outlines. The degree to which students master course learning outcomes is reflecting in grades assigned by instructors. The College’s grading system is found in Board Procedure [5.016P Grading System](#). Certificates and Degrees offered by Clatsop Community College are [recognized by CCWD](#) and other 4 year universities through [articulation or direct transfer agreements](#).

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OCCC transcripts institutional coursework based on the grading guidelines established by the College, the accredited and contracting college. Faculty award grades based on accepted learning outcomes established in the approved [course outlines](#). These policies and requirements are clearly communicated in the OCCC catalog and in program handbooks for Nursing, and Aquarium Science.

Transfer coursework is transcribed based on equivalency and grades are awarded according to student achievement ([OCCC Grading Policies](#)).

[2.C.4] All CCC degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of classes, and synthesis of learning. The College includes admission and graduation requirements in many publications. The design for the AAOT, ASOT-Business, and OTM are set forth by CCWD and OARs. All technical degrees (AAS) and certificates are grounded in entry level industry requirements and often adhere to external programmatic accrediting and/or approving groups to ensure appropriate breadth, depth, sequencing of classes, and synthesis of learning. Table 2.C.4.1. lists Clatsop Community College programs meeting external standards.

Table 2.C.4.1.

Program	Agency	Standard
Nursing	Oregon State Board of Nursing	Specialized State Accreditation
Maritime	United States Coast Guard	Specialized licensure and Training Ship status approval authority
Welding	American Welding Society	Specialized

		approval
Emergency Medical Technician	State of Oregon OAR 333-265	Specialized State Accreditation
Fire Science	FESHE	Specialized National Approval
Nursing Assistant	Oregon State Board of Nursing	Specialized State Accreditation
Apprenticeship Program	State Apprentice Standards	State Standards

All CCC's certificates, degrees, classes, and programs, wherever offered and however delivered, are reviewed by Instructional Council ([minutes](#)) , Instructional Administrators, Vice President for Academic and Student Affairs, President, [Board of Education](#) (minutes) , and CCWD ([Notifications of approvals](#)). All degrees and certificates must contain a general education core. Curriculum maps developed by all departments and programs map the program student learning outcomes to the general education outcomes. ([ART117](#), [HST103](#), [CH104](#)) The transfer degrees and OTM reflect courses that meet the agreed upon general education outcomes for transfer courses as well as the College's ISLO's. Instructional Council reviews course outlines in a three year cycle focusing on content, depth, breadth, rigor, and relevance. As part of Clatsop's education assessment program, faculty developed a new program evaluation process and procedures for assessing the quality of the College's education programs. Program evaluation examines program data (course offerings, schedule, completers, retention, etc.) structure, knowledge integration, competency attainment, resources, facilities, and strategic planning.

The college's transfer degrees articulate to all Oregon University System (OUS) schools, as identified in the OAR and [CCWD Community College Handbook](#). All degrees require a minimum of 90 credits and a maximum of 108 credits, with at least 24 of those credits earned at CCC. JBAC guidelines for AAOT published in 2009 specify foundational requirements, discipline studies, and electives. (See table 2.C.4.2)

Table 2.C.4.2 AAOT degree requirements

Foundational Requirements	Specifics
<i>Writing</i>	Students taking writing classes of three credits each must take WR 121, 122, and either WR 123 or 227. Students taking writing classes of 4 credits each must take WR 121 and either WR 122 or 227. A student must have eight credits of Writing. Information Literacy will be included in the Writing Requirement.
<i>Oral Communication</i>	One course in the fundamentals of speech or communication designated by the college as meeting the statewide criteria for

	speech communication.
<i>Mathematics</i>	One course in college-level mathematics, for which Intermediate Algebra is a prerequisite.
<i>Health/Wellness/Fitness</i>	One or more courses totaling at least three credits.
Discipline Studies	Specifics
<i>Cultural Literacy</i>	Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy.
<i>Arts and Letters</i>	Three courses chosen from two or more disciplines.
<i>Social Sciences</i>	Four courses chosen from two or more disciplines.
<i>Science/Math/Computer Science</i>	Four courses from at least two disciplines including at least three laboratory courses in biological and/or physical science.
Electives	Specifics
Electives	Any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of Career and Technical Education courses, designated by the college as acceptable.

Table 2.C.4.3 OTM requirements

Foundational Requirements	Specifics
<i>Writing</i>	Students taking writing classes of three credits each must take WR 121 and 122.
<i>Oral Communication</i>	One course in the fundamentals of speech or communication. This course cannot be used to meet the Arts & Letters discipline requirement.
<i>Mathematics</i>	One course in college-level mathematics, for which MTH95, Intermediate Algebra, is a prerequisite. This course cannot be used to meet the Math/Science requirement.
Discipline Studies	Specifics
<i>Arts and Letters</i>	Three courses chosen from two or more disciplines. The second year of a foreign language, but not the first year, may be included among courses that count toward the Arts and Letters requirement.
<i>Social Sciences</i>	Three courses chosen from two or more disciplines.
<i>Science/Math</i>	Students must complete two courses totaling at least 10 credits, including at least one laboratory course in biological or physical science.
Electives	Specifics
Electives	Any college-level course that would bring total credits to 45 quarter hours. Courses must be from the areas listed above (Arts and Letters, Social Science, or Science/Math)

Table 2.C.4.4 ASOT Degree Requirements

Foundational Requirements	Specifics
<i>Writing</i>	WR121 and WR122 and WR227
<i>Oral Communication</i>	One course in the fundamentals of speech or a communication course. This course cannot be used to meet the Arts & Letters requirement.
<i>Mathematics</i>	A minimum of three courses for which MTH95, Intermediate Algebra, is a prerequisite, including one course in statistics (MTH243 or MTH244).
<i>Computer Applications</i>	Proficiency in word-processing, spreadsheet, database, and presentation software as demonstrated by successful completion of either MIC145, Intro to Integrated Software, or CS131, Intro to Computer Information Systems.
Discipline Studies	Specifics
<i>Cultural Literacy</i>	Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy.
<i>Arts and Letters</i>	Three courses chosen from two or more disciplines.
<i>Social Sciences</i>	Four courses chosen from two or more disciplines, with a minimum of two courses in "principles of economics" (to include microeconomics and macroeconomic) at the 200 level. The courses in economics must be completed with a grade of "C" or better...
<i>Science</i>	Four courses from at least two disciplines including at least three laboratory courses in biological and/or physical science.
<i>Business specific requirements</i>	Each course in this section must be completed with a "C" or better: BA101 (4 credits), Introduction to Business; BA211,212,213 (12 credits), Principles of Accounting; BA226 (4 credits), Business Law I
Electives	Specifics
General Electives	Any college-level course (100 or higher) that would bring total credits to 90 quarter hours including up to 12 credits of Career and Technical Education courses, designated by the college as acceptable. A maximum of 6 credits in physical education. MUP classes- A maximum of 12 credits on a major instrument and 6 credits on a secondary instrument. No more than 18 credits of combined worksite (cooperative work experience) and seminar courses.

Business Electives	Depends on choice of transfer institution. Refer to the list of University-Specific Prerequisites and Recommendations .
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Table 2.C.4.5 AGS Degree Requirements

General Education Requirements	Specifics
<i>Writing</i>	Six credits (two classes) including WR121 and either WR122, WR123, WR227, or BA214.
<i>Mathematics</i>	One course in college-level mathematics with a “C” or better
<i>Arts and Letters/Humanities/Social Sciences</i>	Six credits of Humanities and/or Social Science courses from the Arts and Letters and Social Sciences.
Electives	Specifics
Electives	Any college-level course that would bring total credits to 90 quarter hours including up to 21 credits of Occupational Supplemental courses (numbered 9.000 – 9.999).

The [Oregon Transfer Module](#) includes course work, equivalent to 3 academic quarters, which must be chosen from the courses approved for the distribution categories. In the case of community colleges, these will be courses approved for the Associate of Arts Oregon Transfer (AAOT) degree; in the case of universities and 4-year colleges, they will be courses approved for the General Education part of a baccalaureate degree. All courses must be passed with a grade of “C-” or better and must be worth at least 3 credits (quarter system). Students must have a minimum cumulative GPA of 2.0 at the time the module is posted.

Career-technical education (CTE) programs partner with district industries in many ways. All CCC CTE programs have active, engaged advisory committees. The advisory committees meet three times a year (once a term) and provide information on skills, equipment, techniques, and other industry trends to the program faculty. The advisory committee members also review curriculum and recommend changes to courses and programs to ensure the necessary breadth, depth, rigor, integration of knowledge and sequencing of courses to graduate competent entry-level practitioners. Internships with employers and skills-based competency checklists are used to demonstrate the student’s synthesis and integration of program knowledge. All CTE programs require general education courses in writing composition, communication (speech), and human relations (psychology) in accordance with NWCCU standards.

Program course sequences, admission and graduation requirements for every degree program at CCC are clearly defined. [Program course sequences](#) and [admission requirements](#) for every degree program are published in the CCC catalog and on the website. Restricted entry programs (Nursing) also publish admissions requirements and prerequisites in an [application packet](#) that is found on the College’s website. Graduation requirements are available on [degree checklists](#), [degree audits](#), program student handbooks ([Nursing](#), [Medical Assistant](#)), [program brochures](#), the [CCC Catalog](#), and the [College’s website](#).

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Career and Technical Education programs are developed by combining input from faculty, the OCCC Council of Curriculum and Instruction (CCI) and advisory committees in order to achieve a coherent, sequential curricular design of appropriate breadth and depth in knowledge and skills.

The CCI reviews new program and new course proposals, as well as changes to existing programs and courses. The CCI can defer a decision, approve or deny any proposal. Previous meeting minutes, procedures, previous handouts and responsibilities can be reviewed on the CCI resource site ([CCI web page 1](#) and [CCI web, page 2](#)).

Advisory committees consist of local and national participants for OCCC's Career and Technical Degree programs in Nursing, Aquarium Science and Criminal Justice. These committees assist in developing the depth and scope of sequential as well as stand-alone courses.

Admission criteria for OCCC ([Admission Guidelines](#)) and each Career and Technical program are published in the college catalog, respective program application packets, and information brochures. This information is also available in digital format on the OCCC website ([Aquarium Science application packet](#)).

Graduation requirements for degrees and certificates are also clearly defined and available for review to prospective and current students ([Graduation Requirements](#)).

[2.C.5] At CCC, faculty members are empowered with the authority and responsibility for designing, implementing, revising, and approving the curriculum. Faculty also have an active role in selecting new faculty and developing and assessing student learning outcomes.

Curriculum: CCC Faculty members are primarily responsible for developing, revising, and implementing curriculum and they also play a major role in the curriculum approval process. All curriculum at the college must be approved by the [Instructional Council](#) (by laws). The College's Instructional Council is responsible for approving new courses, new programs, course changes, and program revisions, as well as reviewing institutional policies. This committee evaluates ([sample meeting minutes](#)) the course student learning outcomes, content and delivery methods and provides feedback to submitting faculty in these areas. Since this council takes a college-wide view of courses, it is also responsible for identifying course duplication and redundancy. Once the council and the Vice President for Academic and Student Affairs are satisfied with the course outline, the course information is submitted to the Office of Instruction ([course approval handbook](#)) which will submit the course to [CCWD for approval](#) (course approval instructions).

Instructional Council (IC) is composed of the Vice President of Academic and Student Affairs (CAO), Dean of Workforce Education and Training, Director of Nursing and Allied Health, Director of Enrollment Management, Library Director, and five annually contracted faculty members each representing his or her instructional department, selected by faculty. Non-voting advisory members include the Dean of Transfer Education and one student member. The deadline for submitting materials for inclusion into the college catalog is February 1st each year. Instructional Council meets every other week during Fall term and the month of January to allow several opportunities for faculty and administrators to bring items to IC for inclusion into the next year's catalog. After the catalog deadline, until the end of the academic year, IC meets once a month to consider curriculum and policies.

Selection of New Faculty: Faculty at CCC are actively involved in selecting new faculty members, as required by Article 4, E. of the [Collective Bargaining Agreement](#) between Clatsop Community College

and the Clatsop Community College Faculty Association, “**Involvement in Recruitment and Selection.** Bargaining unit members (faculty) involvement in the selection process of new faculty is desirable to the well-being of the College; therefore all selection committees for faculty positions shall have faculty membership.” The selection committees usually contain faculty within and outside the department with the faculty opening. The hiring supervisor may also consult the hiring supervisor when hiring part-time faculty.

Assessment of Learning Outcomes: Clatsop Community College faculty actively [assesses](#) student learning outcomes and student achievement at the course, program, and institutional levels. At the course level, faculty identifies student learning outcomes for each course and then assesses the outcomes throughout the course. Students receive a grade indicating how well they achieved the student learning outcomes for the course. Faculty uses feedback from student grades to help them improve the quality of their courses. At the program level, the faculty assesses how well students in all department classes achieve the program level student learning outcomes. The departmental student learning outcomes are aligned with [Core Theme 1](#) (Foundational Skills), [Core Theme 2](#) (Transfer), and [Core Theme 3](#) (Employment). Program student learning outcomes are assessed throughout the year and documented on the educational assessment tables. The educational assessment tables include learning goals, student learning outcomes, measures, achievement targets, and results. These tables are analyzed annually by faculty and changes are made to courses and programs. This analysis and evaluation is part of the College’s quality improvement cycle.

Some of the College’s CTE programs use third party validation for educational assessment achievement: RN-NCLEX, MA- AMT certification, Welding- AWS exam, EMT- state licensure exam, and Maritime- various Coast Guard approved licensure exams. All CTE programs that partner with district high schools in Perkins’ Programs of Study use the third party exams as the required technical skills assessment.

Faculty members also participate in the Educational Assessment Oversight Committee and subcommittees. Please see 2.C.2 and 2.C.10 for more information about student learning outcomes, educational assessment, and the educational assessment oversight committee.

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Curriculum development and implementation is the responsibility of OCCC’s Council of Curriculum and Instruction (CCI) in conjunction with the College’s Instructional Council.

CCI is comprised primarily of active faculty and is the principle means for curriculum input from faculty. CCI also contributes to the development of the course outlines, determining instructor qualifications, degree and certificate requirements for Career and Technical Degree programs, learning assessments, selection of instructional material, and other elements related to subject area instruction. As needed, faculty members revise course outlines and introduce changes to program requirements and curriculum. Course revisions and program changes are reviewed by the CCI before review, discussion and consideration by the College’s Instructional Council. A comprehensive list of the Council of Curriculum and Instruction responsibilities is available online ([CCI responsibilities](#)).

Common practice is to have faculty representation during new faculty interviews. Human Resources attempts to recruit experienced faculty with background in a closely aligned subject area.

Career and Technical Degree programs conduct on-going program review in conjunction with industry advisory committees. The Nursing, Allied Health, and Criminal Justice programs utilize local

advisory members while Aquarium Science utilizes a national advisory committee as well as a local advisory group.

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

At Clatsop Community College, the library director works directly with faculty to ensure the use of library and information resources is integrated into the learning process. OAR 589 states that informational literacy will be taught in writing classes for the transfer associate degrees offered at community colleges. Currently, the library director teaches a separate information literacy class. The writing faculty received approval to change the writing classes at the college from three to four credits. This conversion will take place in Fall 2014 and the new four credit writing classes will incorporate information literacy into the curriculum because state guidelines for the AAOT degree require that Information Literacy be embedded in the writing sequence – WR121, WR122, WR123, and WR227. The Library Director and writing faculty have worked together to craft course and program outcomes that reflect Information Literacy (IL) outcomes. The Library Director, at times, teaches those IL proficiencies throughout the writing curriculum and, at other times, relies on the writing faculty to teach those abilities. IL competency is assessed with the Ed Assessment rubrics for those classes. Please see the AAOT Ed Assessment rubrics to view this assessment.

The partnership between faculty and the library was much stronger with a faculty librarian position. However, since this position was eliminated in the fall of 2010, the Library Director maintains a basic, collaborative partnership with faculty. Faculty ensure that library and information resources are integrated into the learning process in a number of ways. An overview of this collaboration and integration is found in the library's [Strategic Plan](#). Refer to Initiative #2: Create a more comprehensive, collaborative learning experience to foster engagement and success of CCC students and faculty. The Library Director also works with various classes across the curriculum to teach Information Literacy. This is documented in the [Information Literacy Instruction & Assessment Table 2013-2014](#).

As part of the College's developmental education redesign, a cohort model was adopted by the Foundations Redesign Committee and a course in information literacy is part of the new model. This cohort model is being piloted during winter 2014.

In 2011-12, the College experienced a \$1.1 million budget shortfall and layoffs occurred in many positions. The College's faculty librarian position was eliminated and the faculty librarian became the library director. The library director is very engaged with college faculty to incorporate knowledge resources and informational literacy into their curriculum. In 2012-13, the library director transformed the library into a learning commons. Many old selections were weeded from the collection and these were replaced with electronic services that allow customers electronic access to thousands more books than before. New study areas and collaborative learning rooms were created and instructors were recruited to use these new spaces as they were designed. At least two faculty (writing and science) make good use of these new spaces in the library. The library director also arranged for tutors to be present for specified hours in the learning commons so that students could easily access their services. This academic year is the pilot year for this project, but all indications are that it is working well and students are using the services. During the fall of 2013, one Writing Instructional Assistant was embedded in Biology 101. She worked with the instructor and students to support and improve writing in that class. Refer to the [Educational Assessment for Embedded Writing Instructional Assistant](#) for an example of this work.

The library director works directly with discipline faculty on the Instructional Council, and the Educational Assessment Oversight Committee. There is also a library representative on the College Council. The Library Director also conducts a faculty survey each year to gain feedback on library resources and instruction that supports each part of the curriculum. This guides the library in improving resources and services that support the faculty.

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OCCC faculty in collaboration with Library and Media Services integrate information and library resource literacy into the classroom. OCCC utilizes ACRL's Information Literacy Competency Standards for Higher Education to provide a framework for assessing the individual's level of information literacy. The OCCC Library web site supports a dedicated library resources site for faculty ([OCCC Library Services for Faculty](#)). This site also addresses information literacy, sample assignments and the "One Shot" electronic request form for an information literacy session.

Additionally, the course LIB 127, Library Research Skills embeds the Association of College and Research Libraries (ACRL) and Oregon Information Literacy standards into every learning module, thus teaching analytical skills along with research skills during each class session. LIB 127 activities can also coincide with research assignments in other classes. Students are administered an information literacy pre- and post-test in order to assess student learning as a result of the enrolling in LIB 127.

Faculty members utilize library and information resources primarily in assigned coursework. These courses require research activities and/or a research project for successful completion of the course. Incorporating peer-review journal articles, manuscripts or other materials are typically required in these assignments. Students may find applicable research materials within the library or may use online resources to locate information. OCCC Library staff members when available, assist students with research methods. The library website is accessible from the OCCC home page and Faculty Resources web page.

Faculty members are able to request specific library resources from Library and Media Services. An online book request form is available as an alternate means of communicating these needs ([OCCC Library Purchase Suggestion](#)).

OCCC Library and Media Services regularly demonstrate to faculty new technologies and resources utilizing information literacy principles.

Training is also extended to faculty and students on the use of library resources such as the online catalog and databases, software applications, printers and electronic journals, as well as general information resources such as books and videos.

[2.C.7] At Clatsop Community College, faculty award credit to enrolled students only. Faculty determine the process for assessing prior learning and awarding credit. Faculty link awarded credit to student learning outcomes in a CCC program, if the activities meet instructional standards. Faculty are the subject matter experts and credit is granted only if the discipline faculty recommended this action. Credit for prior learning does not duplicate other credit awarded and is noted as such on students' transcripts. Credit for prior learning will not exceed 25% of credits required for a degree and the College evaluates each instance of credit for prior learning on a case-by-case basis. Oregon's Higher Education Coordinating Commission (HECC) is tasked by the Oregon Legislature to create standards for community colleges awarding credit for prior learning. The HECC will receive guidance from the Oregon Legislature's February session and we expect standards to be coming in the next 6 months.

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OCCC follows the College's standards for prior learning credit which includes documenting the skills and knowledge gained through work, training, individuals study or civic and family responsibilities. Credit for prior learning has been used in several programs such as awarding credit to Aquarium Science program students who possess a SCUBA certification card. Credit for PE 185SC SCUBA is awarded and represents instruction of 3 lab hrs/week (one credit). This credit for prior learning promotes and encourages the safety aspects, techniques, and enjoyment of underwater diving activities and physical and mental ([SCUBA course description](#))

OCCC has also granted prior learning to students who have a valid Practical Nursing License. These cases are reviewed on an individual basis and applicants could receive credit for first year nursing courses. Credit for Prior Learning applicants submit for review, a copy of the valid nursing license, and transcripts that reflect both a passing a nursing competency exam and the successful completion of a LPN to RN transition course. Students who receive credit are not assessed tuition for the received credits.

[2.C.8] Clatsop Community College holds the final judgment in accepting transfer. Transfer credit is accepted according to clear, consistent, and published procedures which ensure high academic quality, relevance to the students' programs, and integrity of the CCC's degrees. In accepting transfer credit, the CCC ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Clatsop Community College maintains articulation agreements with other institutions.

[CCC's transfer policies \(p.14\)](#) are published in the college catalog and on the college website. CCC accepts transfer credit from regionally-accredited institutions recognized by the US Department of Education. The College accepts credit as recommended by state guidelines (Advanced Placement and CLEP), and Armed Forces Credit (Specific training and ACE recommendations).

CCC has co-enrollment programs with Portland State University, University of Oregon, Linfield and Oregon State University. These co-enrollment agreements allow students to easily transfer to these four-year institutions to continue their education. Linfield College and CCC also have a direct articulation agreement that allows Clatsop students who complete their Associate Degree in Nursing (ADN) and earn their Oregon license to enter the Linfield RN to BSN program and complete their bachelor's degree in nursing.

Student Services evaluates students' transcripts, collaborate with faculty when needed, and inform students of awarded transfer credit. This service is provided to students on a course-by-course basis. The first step in the process for student services' personnel is to check the accreditation status and agency of the institution via the web. Credit by Exam procedures involve faculty and deans in evaluating, testing, and awarding credit.

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OCCC adheres to the College's guidelines regarding the transfer of credits from another accredited institution. The College has final authority on the acceptance of transfer credits and credits from non-accredited institutions are not accepted.

OCCC transfer information and advising specialist provide students who anticipate transferring to a higher education institute with guidance ([OCCC Transfer Information](#)). Supplementing the procedural information is the listing of required courses for the Transfer Module and each Associate degree offered by OCCC ([OCCC College Catalog, pages 27-41](#)).

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 the student to co-enroll at both institutions through a single admission form. An articulation agreement with Linfield College (McMinnville, OR) for RN to BSN co-enrollment of OCCC nursing graduates enable these individuals to seamlessly pursue their baccalaureate degree ([MOU between Linfield and OCCC-2013](#)).

Similarly, Aquarium Science program graduates have two articulation options. The first option enables program graduates to progress to Oregon State University's Department of Fisheries and Wildlife with junior standing. Similarly the articulation agreement with Oregon Institute of Technology's Applied Baccalaureate in Management enables graduates to enter as a junior.

Similarly, Aquarium Science program graduates have two articulation options. The first option enables program graduates to progress to Oregon State University's Department of Fisheries and Wildlife with junior standing. Similarly the articulation agreement with Oregon Institute of Technology's Applied Baccalaureate in Management enables graduates to enter as a junior.

OCCC also offers the Associate of Arts Oregon Transfer (AAOT) a statewide recognized degree that grants students junior status at Oregon public colleges and universities.

Undergraduate Programs

[2.C.9] The General Education component of programs at CCC demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.

Transfer associate degrees and the Oregon Transfer Module. Transfer degree programs and the OTM offered by CCC include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. The AAOT, ASOT-Business, AGS degrees, and the OTM follow the requirements set forth in [OAR 589](#) which are illustrated in Table 2.C.9.1.

Table 2.C.9.1.

Degree	Definition (per OAR)	Requirements
Associate of Arts, Oregon Transfer	" 'Associate of Arts-Oregon Transfer degree' is defined as a state approved associate degree that is intended to prepare students to transfer into upper division courses for a baccalaureate degree." OAR 589(006)(6)	A student must complete a total of 90 quarter credits to be awarded the AAOT. All courses must be passed with a grade of "C-" or better. Students must have a minimum cumulative GPA of 2.0 at the time the AAOT is

		<p>awarded</p> <p>Foundational Requirements</p> <ul style="list-style-type: none"> • Writing- Students taking writing classes of three credits each must take WR 121, 122, and either WR123 or 227. Students taking writing classes of 4 credits each must take WR 121 and either WR 122 or 227. A student must have eight credits of Writing. Information Literacy will be included in the Writing Requirement. • Oral Communication- one course in the fundamentals of speech or communication designed by the college as meeting the statewide criteria for speech communication. • Mathematics- one course in college-level mathematics, for which intermediate Algebra is a prerequisite. • Health/Wellness/Fitness- one or more courses totaling at least three credits. <p>Discipline Studies</p> <ul style="list-style-type: none"> • Cultural Literacy- students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy. • Arts and Letters- three courses chosen from two or more disciplines • Social Sciences- four courses chosen from two or more disciplines • Science/Math/Computer Science- Four courses from
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		<p>at least two disciplines including at least three laboratory courses in biological and/or physical science.</p> <p>Electives-</p> <ul style="list-style-type: none"> Any college-level course that would bring total credits to 90 quarter hours including up to 12 credits of Career and Technical Education courses, designated by the college as acceptable.
Associate of Science, Oregon Transfer, Business	<p>" 'Associate of Science' is defined as a state approved associate degree that is intended to prepare students to transfer into an upper division baccalaureate degree program in such areas as Business, Science, Mathematics and Engineering. The Associate of Science degree is often designed to meet the requirements of a specific receiving institution."</p> <p>OAR 589-006-0050(8)</p>	<p>A student must complete a total of 90 quarter credits to be awarded the ASOT-Business.</p> <p>All courses should be aligned with the student's intended program of study and the degree requirements of the baccalaureate institution to which the student plans to transfer. A student is encouraged to work with an advisor in the selection of courses within the ASOT-Business degree for alignment to the institution the student intends to transfer.</p> <p>All courses must be passed with a grade of "C-" or better. Students must have a minimum cumulative GPA of 2.0 at the time the ASOT-Business is awarded.</p> <p>General Requirements</p> <ul style="list-style-type: none"> Writing- Students taking writing courses of three credits each must take WR121, WR 122, and WR 227. Students taking writing classes of four credits each must take WR 121 and either WR 122 and WR 227. Information Literacy will be included in the writing requirement. Oral Communication- one

		<p>course in the fundamentals of speech or communication designated by the college as meeting the statewide criteria for speech communication.</p> <ul style="list-style-type: none"> • Mathematics- a minimum of three courses for which intermediate Algebra is a prerequisite, including one course in statistics. • Computer applications- proficiency in word processing, spreadsheet, database, and presentation software as demonstrated by successful completion of applicable courses. <p>Distribution Requirements</p> <ul style="list-style-type: none"> • Arts and Letters- Three courses chosen from two or more disciplines. • Social Sciences- Four courses chosen from two or more disciplines, with a minimum of two courses in "principles of economics" (to include microeconomics and macroeconomics) at the 200 level. The courses in economics must be completed with a grade of "C-" or better. • Science- Four courses from at least two disciplines including at least three laboratory science courses in biological and/or physical science. • Cultural literacy- Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy. • Special note- the remainder of the degree outline,
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		specifically the business-specific requirements and the electives and/or university specific prerequisites (updated annually), have not changed from the original curricular outline.
Associate of General Studies	"'Associate of General Studies' is defined as a state-approved associate degree that is intended to meet the individual student need using a variety of collegiate level courses to meet degree requirements." OAR 589-006-(7)	<p>General Requirements- Local community colleges are responsible for clearly defining the requirements for the AGS degree. At a minimum, the AGS degree must include</p> <ul style="list-style-type: none"> • 90 – 108 quarter credits or equivalent proficiency • Recognizable core of general education courses, and • Established standards of academic achievement (e.g., grade point average). <p>Requirements for CCC AGS degree:</p> <p>General Education</p> <p>Writing- six credits (two classes) with a C or better in each class from the following—WR 121 AND three credits from WR 122 or WR 123 or WR 227, or BA 214 (Business Communication)</p> <p>Mathematics- one course numbered 100 or higher, with a C or better.</p> <p>Humanities and/or Social Sciences- Six credits of Humanities and/or Social Science courses from the Arts and Letters</p> <p>Institutional Requirements-</p> <ul style="list-style-type: none"> • Students must complete a minimum of 90 credits of coursework

		<ul style="list-style-type: none"> • A maximum of 21 credits from 9.000-9.999 classes taken at CCC • Grade point average of 2.0 or better for all CCC classwork • Earned a “C” grade or better on all coursework transferred from other accredited colleges and universities that is included in a CCC degree or certificate • Apply no more than a maximum 24 credits of pass grades toward degree • Complete at least 24 credits at CCC
Oregon Transfer Module	<p>The Oregon Transfer Module (OTM) is an approved 45 unit subset of general education courses (foundational skills and introduction to discipline courses) that are common among Oregon's colleges and universities. Courses are selected from an approved list of 100- and 200 level general education requirements, determined by each Oregon community college, Oregon University System institution, or participating Oregon independent college or university. It is designed to improve student access to a college degree by enhancing opportunities for the transfer of credits earned at one community college or Oregon University System (OUS) campus to another public college or university.</p> <p>Any student holding an Oregon Transfer Module will have met the requirements for</p>	<p>Required Coursework- The Oregon Transfer Module include course work equivalent to 3 academic quarters. The coursework must be chosen from courses approved for the Associate of Arts, Oregon Transfer (AAOT) degree.</p> <p>All courses must be passed with a grade of “C” or better and must be worth at least 3 credits.</p> <p>Foundational Skills</p> <p>Writing- Students must complete WR 121 and WR 122.</p> <p>Oral Communication- Students must complete one course in the fundamentals of speech or communication. This course cannot be used to meet the Arts and Letters discipline requirement.</p> <p>Mathematics- Students must complete one course in college-level mathematics, for which MTH 095 Intermediate Algebra is a prerequisite. This course cannot be used to meet the Math/Science</p>

	the Transfer Module at any Oregon community college or institution in the Oregon University System. Upon transfer, the receiving institution may specify additional course work that is required for a major or for degree requirements or to make up the difference between the Transfer Module and the institution's total General Education requirements.	<p>requirement.</p> <p>Discipline Requirements</p> <p>Arts and Letters- students must complete three courses chosen from two or more disciplines</p> <p>Social Sciences- Students must complete three courses chosen from two or more disciplines</p> <p>Science/Mathematics/Computer Science- students must complete two courses totaling at least ten credits, including at least one laboratory course in biological or physical science.</p> <p>Electives- As required, to bring the total credits to 45.</p>
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Faculty [mapped](#) the Institutional Student Learning Outcomes (ISLOs) to course and program student learning outcomes to ensure students will have transferable skills that are essential to any student's success. ISLOs are also assessed as part of the College's educational assessment program.

CTE degree and certificate programs: [Associate of Applied Science degrees and certificate programs](#) of 45 credits offered at CCC contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals and/or intended outcomes. CCC's AAS degrees and certificate programs follow the requirements set forth in [OAR 589](#) which are illustrated in Table 2.C.9.2.

Table 2.C.9.2

Degree or Certificate	Definition (per OAR)	Requirements
Associate of Applied Science	<p>"'Associate of Applied Science' is a state approved associate degree that is intended to prepare graduates for direct entry into the workforce. AAS may also help to prepare students for career advancements, occupational licensures, or further study at the baccalaureate degree."</p> <p>OAR 589-006-0500</p> <p>'Associate of Applied Science degree option' is defined as a transcribed specialization within a state-approved associate degree that is intended to prepare graduates for direct entry into the workforce.</p>	<p>Guidelines- The Associate of Applied Science degree is earned through career and technical education (CTE) instructional program. CTE must integrate technical career skills and proficiencies with academic content, and must prepare students for the workplace, further education, training, and family and community roles.</p> <p>General Requirements</p> <ul style="list-style-type: none"> • 90 – 108 credits

	OAR 589-006-0500	<ul style="list-style-type: none"> • Writing- six credits with a “C” or better in each class from the following—WR121 and WR122 or WR123 or WR227 or BA214 or a course specified by the program. • Mathematics- 4 credits with a “C” or better, in MTH65 or MTH95 or a higher numbered math class • Humanities and/Social Science- Six credits of Humanities and/or Social Science courses from the Arts and Letters and Social Science lists in the catalog • Human Relations- as specified by the program <p>Required courses- as prescribed in the specific CTE program</p> <p>Technical Electives- Technical electives provide student choice within an approved program. The number of technical option credits available is specified by the CTE program</p> <p>Electives vary according to the program and workforce requirements</p>
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General education requirements align with and support specific program student learning outcomes for each AAS degree or certificate of 45 credits or more.

Oregon Coast Community College

Oregon Coast Community College offers several Associate level degrees that are greater than 45 quarter credits. Within the Associate of Applied Science degrees (Aquarium Science, Criminal Justice and Nursing) and the Associate of General Studies, student learning outcomes or program outcomes each address communications, computation and human relations that support student learning outcomes.

The OCCC college catalog specifically states that the curriculum of Associate of Applied Science degrees and certificates are supported by classes to develop communications, computations and human relations skills ([OCCC College Catalog, Related Instruction-page 27](#)).

The Aquarium Science Program defines six program outcomes with 4 of the outcomes addressing communication, computation and human relations (copy of Program Outcomes). In the Nursing Program first and second year competencies create clinical outcomes for students and program. The OCCC Second Year Nursing Competencies reflect the program outcomes and builds upon the skills and abilities developed during the first year of study. These nursing competencies include the aspects of communication, computation and human relations ([Nursing Competencies](#)).

OCCC students pursuing the Associate of Science Oregon Transfer (ASOT) Degree in Business, or the Associate of Arts Oregon Transfer degree are ensured a broad breadth of academic exposure and learning as these students must enroll in disciplines including mathematics, natural sciences fine arts and letters, humanities as part of the core general education requirements. Each of these courses is accepted as transfer credits to Oregon University System institutions and can be cross referenced in the OCCC catalog as OUS Transfer List A and B ([OCCC College Catalog 2013-2014, see pages 40-41](#)).

Students enrolled in the Certificate of Completion-Aquarium Science study option, are required to have earned a Baccalaureate degree in a life science. As baccalaureate degree graduates, these students have fulfilled the intent of receiving a broad based education.

Degree Offered	Certificates Offered
Associate of Arts Oregon Transfer (AAOT)	Certificate of Completion-Aquarium Science (51 quarter credits)
Associate of General Studies (AGS)	Practical Nursing (51 quarter credits)
Associate of Science Oregon Transfer-Business (ASOT)	Medical Assistant (45 quarter credits)
Associate of Applied Science-Aquarium Science (AAS)	Emergency Medical Technician (10 quarter credits)
Associate of Applied Science-Nursing (AAS)	
Associate of Applied Science-Criminal Justice (AAS)	

OCCC also offers the Oregon Transfer Module that consists of a coordinated 45 credits, but is not considered a degree or certificate.

The following tables lists the courses that support program outcomes for communication, computation and human relations for OCCC degrees and certificates that are 45 quarter hour credits or more.

Program	Program Outcomes	Supporting Courses
AAS- Aquarium Science (90 credits)	COMMUNICATION: Clearly and accurately communicate, verbally and in writing, scientific concepts, research findings and ideas to professionals and the general public.	SP 111 Fundamentals of Public Speaking PSY 104 Psychology in the Workplace WR 121 English Composition- Exposition WR 227 Technical Writing
	COMPUTATION: Maintain, analyze, diagnose and repair life support systems and their components.	MTH 095 Intermediate Algebra AQS 100 Introduction to Aquarium Science AQS 240 Life Support Systems Design and Operations
	HUMAN RELATIONS: Work as a member of a team to conceptualize, plan, construct and manage environments that promote health fishes and invertebrates.	SP 111 Fundamentals of Public Speaking PSY 104 Psychology in the Workplace
AAS- Nursing (94 credits)	COMMUNICATION: 1. Verbalizes plan of care. 2. Demonstrates correct use of delegation responsibilities.	PSY 201 General Psychology NUR 143/A Care of Acutely Ill and Families 2NUR 241/A Care of Patients with Complex Health Problems NUR 242/A Care of Patients in Situations of Crisis and Community-based Setting NUR 243 Preparation for Entry into Practice

<p>AAS- Nursing (94 credits)</p>	<p>COMMUNICATION:</p> <ol style="list-style-type: none"> 1. Verbalizes plan of care. 2. Demonstrates correct use of delegation responsibilities. 	<p>PSY 201 General Psychology NUR 143/A Care of Acutely Ill and Families 2 NUR 241/A Care of Patients with Complex Health Problems NUR 242/A Care of Patients in Situations of Crisis and Community-based Setting NUR 243 Preparation for Entry into Practice</p>
	<p>COMPUTATION:</p> <ol style="list-style-type: none"> 1. Reviews and validates plans with preceptor or charge RN. 2. Administers medications safely utilizing the six rights of medication administration. 	<p>MTH 095 Intermediate Algebra</p> <p>NOTE: Math skills assessment occurs in each nursing class throughout each year.</p>
	<p>HUMAN RELATIONS:</p> <ol style="list-style-type: none"> 1. Utilizes therapeutic communication skills. 2. Demonstrates supportive team behaviors. 	<p>PSY 215 Developmental Psychology</p> <p>NUR 141/A Fundamentals of Nursing</p> <p>NUR 142/A Care of Acutely Ill and Families</p> <p>NUR 143/A Care of Acutely Ill and Families 2</p> <p>NUR 241/A Care of Patients with Complex Health Problems</p> <p>NUR 242/A Care of Patients in Situations of Crisis and Community-based Setting</p>

Program	Program Outcomes	Supporting Courses
AAS- Criminal Justice (90 credits)	<p>COMMUNICATION:</p> <p>1. Communicate effectively in the criminal justice culture: verbally, non-verbally, and in writing.</p> <p>2. Work equally well on independent assignments and team efforts within the criminal justice system.</p>	<p>WR 121 English Composition-Exposition</p> <p>WR 122 English Composition-Argument</p> <p>WR 227 Technical Writing</p> <p>SP 219 Small Group Discussions</p> <p>CJ 212 Report Writing in Criminal Justice</p> <p>CJ 280 Cooperative Work Experience</p>
	<p>COMPUTATION:</p> <p>1. Computation is not specifically addressed in the seven Criminal Justice Program outcomes.</p>	<p>MTH 095 Intermediate Algebra</p> <p>CJ 243 Alcohol and Other Dangerous Drugs</p>
	<p>HUMAN RELATIONS:</p> <p>1. Exhibit a commanding presence that is appropriate to specific criminal justice situations.</p> <p>2. Recognize symptoms of mental health and substance abuse.</p> <p>3. Work effectively with persons of different cultural heritage, gender, and age.</p>	<p>PSY 101 Psychology of Human Relations</p> <p>SOC 221 Juvenile Delinquency</p> <p>CJ 114 Gender, Race, Class & Crime</p> <p>CJ 205 Female Offenders</p> <p>CJ 120 Introduction to the Judicial Process</p> <p>CJ 280 Cooperative Work Experience</p>

Program	Program Outcomes	Supporting Courses
Associate of Science Oregon Transfer-Business (90 credits)	<p>COMMUNICATION:</p> <p>1. Express ideas clearly and creatively in diverse ways through art, speech, writing technologies, and mathematics.</p> <p>2. Communicate clearly and effectively through verbal, written, visual and quantitative expressions.</p>	<p>WR 121 English Composition-Exposition</p> <p>WR 122 English Composition-Argument</p> <p>WR 227 Technical Writing</p> <p>(minimum of three credits)</p> <p>SP 111 Fundamental of Public Speaking</p> <p>SP 112 Persuasive Speech</p> <p>SP 115 Introduction to Intercultural Communication</p> <p>SP 218 Interpersonal Communication</p> <p>SP 219 Small Group Discussion</p>
	<p>COMPUTATION:</p> <p>1. Calculate, compile, and analyze financial records to make prudent business decisions.</p>	<p>BA 101 Introduction to Business</p> <p>BA 211 Principles of Accounting I</p> <p>BA 212 Principles of Accounting II,</p> <p>BA 213 Principles of Accounting III</p>

Program (continued)	Program Outcomes (continued)	Supporting Courses (continued)
Associate of Science Oregon Transfer- Business (90 credits)	<p>COMPUTATION:</p> <p>2. Calculate, compile, and analyze financial records to make prudent business decisions.</p>	<p>(minimum of 9 credits)</p> <p>MTH 111 College Algebra</p> <p>MTH 243 Introduction to Probability and Statistics I</p> <p>MTH 244 Introduction to Probability and Statistics II</p>
	<p>HUMAN RELATIONS:</p> <p>1. Engage in civic opportunities with a sense of personal empowerment.</p> <p>2. Show respect for diverse cultures and differing world views while embracing a sense of pride in one's own regional values and heritage.</p>	<p>BA 226 Introduction to Business Law I</p> <p>Arts and Letters: Complete a minimum of 12 credits chosen from at least two disciplines with no more than nine credits from one discipline.</p> <p>Social Science: Complete a minimum of 12 credits with a minimum of eight credits of: EC 201 Principles of Economics I</p> <p>EC 202 Principles of Economics II</p>

Program	Program Outcomes	Supporting Courses
Associate of General Studies (90 credits)	<p>COMMUNICATION:</p> <p>1. Investigate, interpret and communicate ideals about both the natural and cultural landscape.</p>	<p>WR 121 English Composition-Exposition and</p> <p>WR 122 English Composition-Argument, or</p> <p>WR 123 English Composition-Research Writing, or</p> <p>WR 227 Technical Writing (options)</p> <p>SPAN 201 Second Year Spanish,</p> <p>ART 115 Basic Design,</p> <p>SP 111 Fundamentals of Public Speaking</p>
	<p>COMPUTATION:</p> <p>1. Solve problems using science, math and technology.</p>	<p>MTH course numbered 100 or higher</p>
	<p>HUMAN RELATIONS:</p> <p>1. Draw from multiple disciplines in order to understand the human condition.</p> <p>2. Bring an understanding of the value of diversity to the community, the workplace and the home.</p>	<p>Social Science/Arts & Letters (6 credits) from the approved list of Arts and Letters or Social Science courses.</p> <p>(options)</p> <p>SP 219 Small Group Discussion</p> <p>PSY 101 Psychology of Human Relations</p>

Program	Program Outcomes	Supporting Courses
Medical Assistant Certificate (45 credits)	COMMUNICATION: 1. Perform the administrative business tasks required in a medical office. 2. Assist the physician and other members of the health care team in clinical procedures.	WR 115 and WR 121 or higher
	COMPUTATION: 1. Comply with quality assurance requirements in performing clinical laboratory procedures.	MA 127 Office skills for the Medical Office MTH 070 or higher
	HUMAN RELATIONS: 1. Interact in a caring and respectful manner with patients, families and health care team.	PSY 101 General Psychology MA 133 Medical Assistant Practicum I MA 231 Assistant Practicum 2

The process of program approval and curriculum change in a program ensures that NWCCU guideline for communication, computation and human relations are addressed. After content area specialists have identified a need to modify a program or curriculum, a proposal is first brought to OCCC's Council of Curriculum and Instruction. If approved, the proposed change is presented to the College's Instruction Council for final approval. Program revisions are then submitted for approval to the Department of Community Colleges and Workforce Development (CCWD) annually through web forms. Approved changes are placed on the Oregon State Board of Education agenda as an information item.

In the case of a new program, the OCCC Board of Education reviews and approves the proposed new program before review by the College's Instructional Committee. New program proposals must be approved by the Department of Community Colleges and Workforce Development (CCWD) and the Oregon State Board of Education in that order.

These established processes ensure that the program curricula fulfill Oregon State Board of Education requirements and align with the College's guidelines for program outcomes.

[2.C.10] The general education component of CCC's transfer associate degree programs (AAOT, ASOT-BUS, AGS) have identifiable and assessable learning outcomes that are stated in relation to CCC's [mission](#) and learning outcomes for those programs. The student learning outcomes for this degree are clearly identified, written, and published in the [college catalog](#), course outlines ([NFM225](#), [NUR105](#)) , and course syllabi ([ART115](#), [BA223](#)).

Table 2.C.10.1 AAOT, ASOT- Business, AGS Degree Outcomes

Degree	Degree Outcomes
Associate of Arts, Oregon Transfer	<ol style="list-style-type: none"> 1. Engage in civic opportunities with a sense of personal empowerment. 2. Use research skills to access information from multiple sources; use critical thinking skills to evaluate and synthesize information in the form of conclusions, ideas, and opinions. 3. Express ideas clearly and creatively in diverse ways through art, speech, writing, technologies, and mathematics. 4. Draw on knowledge of the arts and sciences to compete effectively in upper division coursework. 5. Use effective life skills to improve and maintain mental and physical wellbeing. 6. Apply learning skills to advance in academic, career, and personal development. 7. Enter and compete effectively in the work force. 8. Recognize, understand, and respond to the wonders and challenges of the natural environment through participation in environmental literacy efforts. 9. Recognize one's role in world community issues with a respect for diverse cultures and differing world views while embracing a sense of pride in one's own regional values and historical heritage.
Associate of Science, Oregon Transfer, Business	<ol style="list-style-type: none"> 1. Work within the ethical, legal, and regulatory parameters for business enterprises. 2. Calculate, compile, and analyze financial records to make prudent business decisions. 3. Draw on knowledge of the arts and sciences to address business-related issues. 4. Use an understanding of economic policy to reflect on personal, local, and world issues. 5. Express ideas clearly and creatively in diverse ways through art, speech, writing, technologies, and mathematics. 6. Use research skills to access information from multiple sources; use critical thinking skills to evaluate and synthesize information in the form of conclusions, ideas, and opinions. 7. Engage in civic opportunities with a sense of personal

	<p>empowerment.</p> <ol style="list-style-type: none"> 8. Apply identified learning skills to advance in academic, career, and personal development across the lifespan. 9. Show respect for diverse cultures and differing world views while embracing a sense of pride in one's own regional values and heritage.
Associate of General Studies	<ol style="list-style-type: none"> 1. Read and critically interpret text (written, visual, digital); process content and context to construct meaning. 2. Communicate clearly and effectively through verbal, written, visual, and quantitative expressions. 3. Engage in creative inquiry and expression. 4. Solve problems using science, math, and technology. 5. Draw from multiple disciplines in order to understand the human condition. 6. Contribute as a member of the local community with a cultural and historical understanding of the northwest region in a global context. 7. Bring an understanding of the value of diversity to the community, the workplace, and the home; learn from different cultures, belief systems, and life styles. 8. Investigate, interpret, and communicate ideas about both natural and cultural landscapes. 9. Develop habits and skills that lead to the accomplishment of goals. 10. Seek out and engage in lifelong learning opportunities that broaden perspective, deepen understanding, and increase personal fulfillment.

General education requirements for these degrees include foundational skills (writing, math, oral communication, and health/wellness/fitness), discipline requirements (cultural literacy, arts and letters, social sciences, science/math/computer science, and electives). (See table 2.C.9.1). The course student learning outcomes of program classes are designed so that successful attainment these outcomes will lead to attainment of [program student learning outcomes](#). This is laid out on the curriculum maps created by faculty. Program student learning outcomes are assessed using various measures as noted on the program [educational assessment tables](#). For example, students majoring in the AAOT who are interested in pursuing a bachelor's of fine arts at a four-year university create a portfolio to document their learning in art classes. Another example is the exams that students take during and at the end of each course. In departments that offer several sections of the same course taught by full and part-time faculty, such as writing, the departments use [rubrics](#) to standardize the assessment process.

For more information about learning outcomes and how they are applied to Clatsop's degrees, please see standard 2.C.2.

Oregon Coast Community College

OCCC offers several transfer associate degrees (Associate of Arts Oregon Transfer, Associate of Science Oregon Transfer-Business) and Associate of Arts General Studies. Each degree integrates a unique set of outcomes, but each also contributes to the institutional mission of the “development of the human resources within the county”.

A review of the OCCC mission and vision statement is currently underway by a task force. Initial drafts will receive input from faculty, staff and community stakeholders with the intent of ultimately presenting draft documents to the Board of Education for approval.

Conducting quantitative assessments for each program’s outcomes has not occurred on a regular basis. These outcomes must be measured and evaluated against acceptable benchmarks to determine student performance and curriculum and pedagogy effectiveness.

[2.C.11] At CCC, the related instructional components of applied degree and certificate programs composed of 45 or more credits contain identifiable and assessable learning outcomes that align with and support program learning outcomes. The related instructional components of the applied degree and certificate programs composed of 45 or more credits are embedded in program curricula as specific courses covering communication, computation, and human relations. Table 2.C.11.1 describes the general education components for all applied degree and certificate programs composed of 45 or more credits. The courses are taught as general education courses for all degree programs at CCC, including the associate transfer degrees ensuring the courses are taught by [qualified faculty \(p. 121-22\)](#).

Table 2.C.11.1. General education components of AAS degrees and certificates (45 or more credits)

Degree or Certificate	Required and elective General Education Classes
Apprenticeship AAS	<i>Required:</i> WR121, WR122, WR227 or BA214, SP111, MTH65 (Technical math) or MTH95, PSY101, Arts and Letters- 3 credits <i>Electives (3 of the following required):</i> BA206, BA226, BA285, DRF139, BLD140, EC201, PHL102, PHL103, PSY201, SP112, SP115, SP219
Automotive AAS degree	<i>Required:</i> MTH65 or MTH95, WR121, PSY101 or BA285, WR122 or WR123 or WR227 or BA214, HPE295, SP115 or SPAN111 or HS101 <i>Electives:</i> 3 credits
Accounting Technician AAS degree	<i>Required:</i> MTH65 or MTH95, WR121, SP111 or SP219, EC201 <i>Electives:</i> 5 credits
Business Management	<i>Required:</i> WR121, MTH65 or MTH95, SP111 or SP219, EC201 <i>Electives:</i> 10 credits
Retail Management one year certificate	<i>Required:</i> SP111, MTH65, WR121

	<i>Electives:</i> 10 credits
CADD certificate	<i>Required:</i> MTH65 or MTH95, WR121, PSY101 or BA285 <i>Technical Electives</i> (Choose six credits): ART116, ART131, ART226, CS125H, CSL107, DRF150, MIC207, WR227
Early Childhood Education AAS degree	<i>Required:</i> WR121, MTH211, PSY215, HPE295, SP111, MTH212, WR122, MTH213, WR122 or WR227 <i>Electives:</i> 13 credits
Fire Science AAS	<i>Required:</i> HPE295, WR121, SP111, MTH95, PSY101, WR227 <i>Electives:</i> 5 credits <i>Technical Electives</i> (Choose 8 credits): BI231,232,233, EMT165, 166, FRP155, FRP174, FRP190, FRP280, EMT176, EMT177
Historic Preservation AAS	<i>Required:</i> WR121, MTH65 or MTH95, PSY101 or SP219, WR227 <i>Electives:</i> 9 credits
Seaman Ship certificate	<i>Required:</i> MTH65 or MTH95, PSY101, WR121 <i>Technical Electives:</i> 17 credits
Vessel Operations AAS	<i>Required:</i> MTH65 or MTH95, WR121, PSY101, GS104 or GS106 or GS109 <i>Technical Electives:</i> 34 credits
Medical Assistant certificate	<i>Required:</i> MTH65, WR121, PSY101
Nursing AAS	<i>Required:</i> WR121, PSY215, WR122 or WR123 or WR227, MTH95 or MTH111 or a course for which MTH111 is a prerequisite <i>Electives:</i> 10 credits
Welding	<i>Required:</i> MTH65 or MTH95, WR121, PSY101

All new programs must be approved by Instructional Council, the CCC Board of Education, and CCWD before being offered to students. [Instructional Council](#) will review each new program to ensure general education requirements are met. Instructional Council review ensures that the general education components of AAS degrees and certificates of 45 or more credits have identifiable and assessable student learning outcomes that align with and support program goals or intended outcomes. Instructional Council membership includes the Vice President of Academic and Student Affairs, deans (2), a professional librarian, transfer education faculty (3), and CTE faculty (3).

Oregon Coast Community College

Related instruction in the applied degrees offered by OCCC integrates specific courses from other disciplines that support communication, computation and human relation skills and knowledge development as detailed in NWCCU standard 2.C.9.

In addition, a specific course may support multiple related instructional areas as is the case for PSY 104, Psychology in the Workplace. This course supports the enhancement of both communication and human relations skill as well as knowledge development in Aquarium Science Program students.

This approach to related instruction enables Career and Technical Education students to achieve the breadth and depth of general education that is available to students seeking a transfer degree.

The curriculum for each applied degree and certificate were first approved internally by the OCCC's Council of Curriculum and Instruction and then by the Instruction Council at the College.

OCCC Degree Offering	Related Instruction (quarter credits)
Associate of Arts Oregon Transfer (AAOT)	(16)
Associate of General Studies (AGS)	(14)
Associate of Science Oregon Transfer-Business (ASOT)	(24)
Associate of Applied Science-Aquarium Science (AAS)	(29)
Associate of Applied Science-Nursing (AAS)	(16)
Associate of Applied Science-Criminal Justice (AAS)	(13)
OCCC Certificate Offering	
Certificate of Completion-Aquarium Science (51 quarter credits)	(1)
Practical Nursing (51 quarter credits)	(18)
Medical Assistant (45 quarter credits)	(13)
Emergency Medical Technician (10 quarter credits)	(0)

Graduate Programs

Standards 2.C.12 – 2.C.15 do not apply because Clatsop and Oregon Coast Community College do not offer graduate degrees

Continuing Education and Non-Credit Programs

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

Credit and non-credit continuing education programs and other special programs are compatible with the Clatsop Community College's [Mission](#) and [Core Theme 5](#). The College's credit and non-credit [Continuing Education programs](#) and other special programs offered under the Adult Basic Education umbrella provide a variety of quality learning opportunities to optimize skill development, professional development, leisure activities, and personal enrichment in the region. The Community Education Department is supervised by the Dean of Workforce Education and Training. The Community Education director liaisons with businesses, community organizations, and community members for course ideas and course evaluations. This area helps the college fulfill Core Theme 5 as well as launch new courses to gauge community interest.

All classes are taught by qualified local community members and visiting instructors who have expertise in particular subject areas and want to share their knowledge with local residents who wish to continue their pursuit of life-long learning. Community Education offers a variety of interesting and informative self-improvement and personal enrichment non-credit classes and workshops that meet the community's changing needs. Part-time faculty and business/community members provide input into future course offerings as well as the public who are encouraged to provide input into future course offerings, which is promoted within print media—local newspaper, quarterly schedule. Three-hundred and thirteen class sections were offered in the 2012-2013 academic year covering a wide range of topics including: Ham Radio Operation, Fitness/Exercise, Foreign Language, Music Performance, Art, and World Religions.

The [Community Education program](#) also includes a learning-in-retirement organization, [ENCORE](#) (Exploring Concepts of Retirement Education), who are retirees and life-long learners dedicated to providing quality classes and learning opportunities for adults who are 50 or older. ENCORE offers a broad spectrum of programs meeting the cultural and educational needs of its members and promotes an environment that fosters personal growth. ENCORE courses are provided each college academic quarter and cover a wide range of interests and subjects.

The [Workforce /Customized Training](#) mission is to assist businesses or organizations/agencies with identifying their professional education needs and delivering training to ultimately build skill performance. Courses offerings can either be credit or non-credit depending on employer needs. Training topics may include hiring and supervising, customer service, Emergency Medical Services (EMS) skill updates, computer software skill building, industrial safety, and fire service skill development. In addition, courses have been offered in pre-employment preparation for job seekers and various skill-up workshops. Training is geared to meet the scheduling needs of business and staff, and the general public.

Assisting with workforce development efforts is the College's [Small Business Development Center](#) (SBDC) and [Small Business Management Program](#) (SBM).

The SBDC lays out a comprehensive schedule of training events annually with courses held in: Microsoft Excel, Word, PowerPoint, Publisher; QuickBooks; Online Sales Techniques; and how to determine the value of a business. For calendar year 2012, the SBDC held thirty-six training workshops with over four-hundred participants. In 2013, year-to-date (through mid-September) there have been twenty-six workshops held, with over 300 participants.

The SBM program is a nine month program specifically for owners and managers of district businesses with class sessions broken down into Sales & Marketing, Finance & Accounting and Operational Management. In 2012, eight businesses were in the program. In 2013, fifteen businesses are enrolled in the program, with eighteen participants in each class.

Overall, more than two-hundred Workforce/Customized Training classes were taught throughout Clatsop and Western Columbia County in 2012-13. Some of these were regularly scheduled courses that are offered every term which are geared toward an individual's economic advancement for certification or to upgrade professional skills and/or to obtain certification. Courses offered on a regular basis include: alcohol server training; CPR for Health Professionals and CPR/First Aid; flagger certification; forklift safety; food handlers training; social media training; and computer skills for businesses. However, many courses were developed specifically for industry partners. During the 2012-13 program year, fifty-four workforce training courses in firefighting skills were offered to regional fire department volunteer and career staff; ten workforce training courses Emergency Medical Skills were offered to regional fire department volunteer and career staff; and forty-three Maritime Science courses were offered which included testing of the United States Coast Guard credentials and licensure.

The [College's Adult Basic Education](#) and Family Literacy programs provide a foundation for many Clatsop Community College students. Instruction in basic reading, writing, and mathematic skills enhances a student's opportunity for success in continued academic learning and the workplace.

The College sponsors a literacy development program for those who lack the ability to read. Since basic literacy instruction is best offered one-to-one, the service is staffed by volunteer tutors coordinated by the Volunteer Tutor Coordinator, who selects, trains, and monitors the services of these tutors.

Students with literacy skills in a non-English language enter English Language Learner (ELL) instruction to develop facility in reading, writing and speaking. [ELL classes](#) are conducted separately from other language skill instruction, and students are assessed with tools suitable for their needs. Sections of ELL are held on the main campus, in Seaside, and in a community center in an Astoria neighborhood with a high population of native Spanish speakers.

[Pre-GED and GED Preparation](#) allows students to study in a multi-level classroom and use more challenging materials aimed toward the content expected in the GED curriculum. As students without a high school diploma reach skill levels equivalent to high school, students continue in the multi-level classroom studying the content areas required to succeed on the GED examinations. Students are referred to the Testing Center when they demonstrate their readiness on practice GED exams.

GED graduates and other entering students who demonstrate the need for skill development on the COMPASS placement test are referred to skill development courses to prepare for college level work. The Foundations Institute provides an integrated cohort experience for students whose [COMPASS placement scores](#) call for skills improvement before attempting college study. The Institute is intended to create a learning community in which students: 1. Are able to remedy skill deficiencies as rapidly as their efforts allow; 2. Do not unduly postpone transition into college-level coursework; 3. Earn college level credit within the skill development environment; and 4. Initially enroll in a course relevant to their educational goals.

Analysis of the progress of students through the foundational skills course offerings of the College is a useful measure for student attainment of their educational goals. Analysis of student persistence and achievement helps the College ensure that when program requirements change, a

pathway exists for students to complete the new direction for their educational journey. Knowing the extent of students' foundational skill needs in any given year provides the College with important information about the amount and frequency of course offerings in the foundational skills area. Finally, measuring the success of students at the next level once they have been have achieved the foundational skills needed to be successful to attain their educational goals informs the College about the effectiveness of their foundational skills course offerings.

Credit and non-credit Continuing Education programs connect to the College's Core Themes evidenced through the following:

[Core Theme 1 - Foundational Skills](#)--Prepare students with a foundation of the skills and abilities needed for college study

The College provides a number of educational programs to assist students including: Pre-GED and GED scheduled classes available in both day and evening sections and provided in Astoria and Seaside (Clatsop County) and Clatskanie (Western Columbia County); ESL scheduled classes available in both day and evening sections; and literacy services.

[Core Theme 2 - Transfer](#)-- Prepare students to successfully continue their education at a bachelor degree-granting institution

Workforce Training supports students transfer efforts through offering a variety of 9. Workforce classes which may be used as elective credits towards an AGS degree. A maximum of 21 credits for courses numbered 9.000-9.999 can be taken at the College and applied to this degree.

[Core Theme 3 - Employment](#)- Prepare students for career employment in a global marketplace
Workforce and Customized Training provide avenues to enhance economically viable professional skills through: CPR for Health Professionals where 32 students were served during the 12-13 year; CPR/First Aid where 18 students were served; Food Handlers Training where 9 students were served; and Sports Referee Training where 18 students were served.

Depending on a student's choice of Associate of Applied Science degree, obtaining additional workforce development courses are encouraged since those courses directly influence student employability. For example, the Fire Science Department provides workforce training that supports an attendee's continued employment status and provides refresher classes to maintain the skills and certifications of those in the fire science profession. Maritime Science students also attend workforce training and certification classes to retain their federally mandated credentials and add endorsements to their credential(s) with the ultimate goal to upgrade employment responsibilities and wages.

[Core Theme 4- Business Productivity](#)-- Improve the knowledge, skills, and abilities of the proprietors and employees of district businesses

Workforce and Customized Training offers classes tailored to specific business requests which for the 2012-13 year included: Excel Training for Oregon Firefighters Office Administrators – 36 students served; Excel training for Columbia Memorial Hospital – 12 students served; and Business Personal Property Training – 11 students served.

The Maritime Science and Fire Science Departments at the College's Marine and Environmental Research and Training Station Campus work directly with regional employers to provide various skill upgrade trainings for their current employees. In 2012-13, training was provided for Crowley, Tidewater, National Oceanic & Atmospheric Administration, Maritime Fire & Safety Association, and Oregon State University.

The College's Small Business Development Center focuses on business productivity and workforce training for district businesses in Clatsop County. Trainings cover a range of topics including

marketing, computer software, business plan development and financial matters. For calendar year 2012, 36 training workshops were held at both the main campus in Astoria and South County Center in Seaside, with 411 participants. In 2013, year-to-date (through mid-September) there have been 26 workshops, with 344 participants.

[Core Theme 5](#)- Personal Enrichment-- Assess the educational interests of the community and provide the resulting educational activities

Community Education strives to offer a rich and diverse variety of personal development courses for civic, cultural and social enrichment. Courses range from driver safety training, fitness/exercise, foreign languages, motorcycle safety, journaling, and career exploration courses to and hobby classes such as birding, equine nutrition, jewelry metalsmithing, and wood carving. Social skills classes include employment readiness, parenting skills, spending/saving strategies and understanding personal differences to foster better communication.

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The OCCC mission is supported by credit, and non-credit education programming offered by different college sectors. At this time, OCCC does not issue Continuing Education Units (CEUs) but does provide non-credit education programs through the Small Business Development Center (SBDC), Community Education, Basic Skills (Adult Basic Skills, Adult Secondary Education, English for Speakers of Other Languages).

OCCC's mission states that "small business assistance" will be provided to the community. For 2013, the SBDC will deliver an estimated 900 plus hours of counseling to 185 business managers and owners in Lincoln County, and will present more than 70 training events. In 2012, the SBDC counseled 172 clients and helped create 36 jobs and retain 123 jobs in the county.

SBDC programs support the OCCC mission, "to provide personalized service." The SBDC's one-on-one, confidential business advising delivers this "personalized" level of service in pursuit of its mission to help start, grow and retain businesses in Lincoln County.

Furthermore, small class size of the non-credit courses enable instructors to serve their clients/students more effectively by addressing individual needs. This personal focus benefits local small business owners, non-English speakers, and adult learners seeking to build their basic skills.

The OCCC mission also states providing opportunities for "grant and scholarship". Through grants ranging from a \$50,000 federal Community Development Block Grant to a \$500 local contribution from the City of Waldport, the SBDC pursues diverse funding sources in order to provide tuition support to low- and moderate-income business owners.

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

The College's continuing education credit and non-credit courses, housed within Community Education and Workforce/Customized Training, and those who teach courses go through a rigorous process in order to ensure quality instruction.

The Community Education Coordinator regularly consults with the Dean of Workforce Education and Training, current Community Education and Workforce/Customized Training part-time faculty, various college departments such as Small Business Management and the Small Business Development Center (SBDC), community members, and industry representatives including representatives of our local Oregon Employer Council to determine which courses need updating to better respond to local needs; no longer provide value or are outdated; and need to be researched and/or developed.

For continuing education courses, Career and Technical Education programs have Regional Advisory Committees ([Automotive](#), [Welding](#)) that meet twice a year to provide course input. The SBDC also provides input through its education and workforce committee that meets every other month with representation from the College, Oregon Employment Department, and [Clatsop Economic Development Resources](#) (CEDR). This group regularly discusses strategies and programs which will improve the knowledge, skills and abilities of Clatsop County businesses while complementing the College's education programs.

The formal Community Education Regional Advisory Committee, made up of part-time faculty and business/community members, that guided course offerings and program assessment in past years is being redesign after department staffing changes in 2012. A new advisory committee is expected to be established prior to the 2014-15 year.

Upon identifying a new course topic through input from current or prospective instructors and/or students or from meetings held with an employer(s) needing a specific course designed, data is gathered regarding the course specifications and goals. All courses must be structured according to college policy and practice and must have an official course outline on file before the course is offered. Course outline information includes a course description, course learning objectives, and contact hours. For Occupational Supplemental courses, target populations are identified, the course and a course outline are developed, and then it is reviewed by the Community Education Coordinator and the College's Curriculum Specialist. The Curriculum Specialist provides the next level of approval and course classification according to state standards and procedures. The Curriculum Specialist forwards the outline for final review and Instructional Department approval by the Dean of Workforce Education and Training. Community Education and Workforce/Customized Training courses are not required to be approved by Instructional Council unless they are a requirement of a certificate or degree program.

In addition to the process above, courses in Small Business Management and some Maritime Science workforce/customized training courses have an additional external course review process. For the SBDC/SBM programs specifically, the curriculum for each year is also reviewed with the State SBM program chair, as well as the State and Deputy State Director of the OSBDCN (Oregon Small Business Development Center Network) in advance of the launch of the program. For those Maritime Science courses that are related to United States Coast Guard certification, such as Radar and U.S. Coast Guard examinations, curriculum is reviewed and approved by the [Department of Homeland Security National Maritime Center](#).

Upon identifying a potential instructor, he or she must complete an online employment application listing professional experience in their respective fields which is then reviewed by the Human Resource Department and the Community Education Coordinator. If a determination is made that the potential instructor has the appropriate experience and training for the course subject identified, the Community Education Coordinator submits a Request to Hire to the Dean of Workforce Education and Training for final review and approval. Instructor qualifications are referenced in [Policy 5.035](#).

The Community Education Coordinator meets with all new part-time faculty prior to the course being offered to discuss course and classroom expectations. During the term the Coordinator regularly corresponds with new and continuing part-time faculty and visits classrooms, especially for new offerings, to monitor progress. In addition, attendance sheets/rosters are maintained for courses. These are reviewed by the Community Education Coordinator at the end of each term.

[Evaluation forms](#) are administered to students for all first-run courses and periodically to on-going classes. The class evaluations rate the quality of the class, the quality of the instructor and allow for comments. The Community Education Coordinator reviews the evaluations, which are then tallied and placed in a report. A copy of the report is forwarded to the instructor for review and the original is filed in the instructor's file within the Community Education office. An aggregate score of less than 3 out of 5 activates a meeting with the Community Education Coordinator and instructor to address issues raised, subject and presentation improvements.

In addition to the above, the College's SBDC Director writes a [semi-annual](#) and [annual](#) comprehensive narrative report to the OSBDCN detailing all activities including course/student success. There is also an annual site visit and review from the OSBDCN Deputy Director and the Small Business Administration (SBA) sends out random evaluation requests to College SBDC clients for independent and external feedback on services provided.

For those Maritime Science courses that are United States Coast Guard related such as Radar and U.S. Coast Guard examinations, students complete course evaluation forms which are filed along with course rosters and certificates of completion. These course/student files are [audited](#) annually by the U.S. Coast Guard Portland Marine Safety Office and then every five years by the [Department of Homeland Security National Maritime Center](#).

Clatsop Community College offers basic skills instruction available to adults resident in the college district. Basic literacy instruction is provided by individual volunteer tutors trained and supported by the college. Students whose first language is not English are initially served in this way. Students who are literate in their native language learn reading, writing, listening, and speaking in English until ready to receive basic instruction in English. Instructional services in reading, writing, listening, speaking, and mathematics are available at all students' educational functioning level in multi-level, open entry classrooms. This instruction is available at no cost to students.

Although this instruction is partially funded by an allocation of federal Workforce Investment Act, [Title II](#) grants in aid administered through Oregon's department of Community Colleges and Workforce Development, the College retains instructional control of the instruction, including curriculum, staffing, instructional methods, and materials. The courses in which students enroll were approved through the College's course approval processes.

However, the College's Adult Basic Skills Department does report student skill attainment using CASAS assessments approved by the state and the [National Reporting System \(NRS\)](#) and is committed to using the [state's adult basic skills learning standards](#), and maintains a strategic planning process using the state approved format.

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The Basic Skills Department follow a tightly prescribed process of pre- and post-testing of participants as part of the 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 information about: course description, student learning outcomes, principle mode of instruction and contact hours. Each outline is approved then 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 (SBDC) Small Business Management 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. Course feedback in early 2013 enabled the SBDC to identify a need to up-grade both software and computer hardware used by SBM students.

SBDC programs and curricula are reviewed for relevance and quality on an ongoing basis, and are periodically revised and enhanced to address changes in the business environment as well as client needs. This continuous program review process resulted in a new tech-focused SBM program, the "iSBM," launched in 2013. This new program has swelled the ranks of SBM participants to 32 in the current academic year, and resulted from steadily increasing demand for business technology and social media marketing instruction.

Recently the SBM coordinator, the SBDC director and the center's lead technology instructor crafted the iSBM to integrate enhanced technological content with existing business fundamentals curriculum. The program offers new choices to participants, including the option to receive the traditional one-on-one counseling sessions or to focus on technology issues pertinent to their particular business.

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

A Continuing Education Unit (CEU) or comparable measures at the College is used to record an individual's participation in formal classes, courses, and programs following state policy and procedures.

The College works in conjunction with various professional associations and employers to offer Continuing Education Units as a form of certification for the successful completion of specified occupational instruction. The CEU is a measure of the amount of professional upgrading instruction completed.

The College's mission is to build an educational community that provides open access to quality learning opportunities that prepare the people of our region for productive participation in civic,

cultural, social and economic life. Core themes include Business Productivity – improving the knowledge and skills of proprietors and employees of district businesses and Employment – preparing students for career employment locally, regionally and globally. Both the mission and two core themes stated above are in directly connected to the purpose of granting credit or CEUs.

Award of CEU credit is initiated by a request from an organization or industry or identification by the College. Classes eligible for CEU credit are evaluated for quality and effectiveness. A CEU is only awarded upon review of: the relevancy of subject matter; a presenter's credentials and overall qualifications; a detailed course outline with hours, content, and topics to be covered; and at least three learning objectives/outcomes. All course outlines and amount of CEU credit are reviewed by the Workforce Training/Com Ed Coordinator and the Curriculum Specialist before the class is approved to run. This process for CEU credit is applied consistently to all eligible classes.

Copies of CEU course outlines detailing the topics covered in each class and learning objectives are maintained by the Curriculum Specialist and within the College's SharePoint database accessible by all college personnel and in the Community Education Office.

CEU courses are provided with a separate course number as determined by the curriculum specialist. In addition, the CEU course records have a notation that distinguishes them on the official transcript from credit course work. A total of seven CEU classes were offered in 2012-13 serving six students.

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At this time, OCCC does not offer or grant Continuing Education Units (CEU's). Small Business Management (SBM) program participants are each reported as one FTE ([CCWD FTE Guidelines, page 9](#)).

[2.C.19] The College maintains records which describe the number of courses and nature of learning provided through non-credit instruction. These records are maintained within the SeaNet course management system. The course management system provides information on course title, clock hours, course area/division, and course type. Non-credit course outlines are maintained within the curriculum office and housed electronically on SharePoint. Course outlines add additional information to what is provided in SeaNet including course descriptions and learning objectives. Reports are generated as needed by the Department of Institutional Research to track the number of courses taught and students enrolled through non-credit instruction. During the 2012-2013 program year [206 courses](#) were taught with a total duplicated headcount of 2,851 students. Clatsop Community College maintains individual student records ([Policy 6.025](#)) electronically within the SeaNet Student Information System. All courses, including non-credit, are displayed within a student's registration history.

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

The SBDC's small business courses and programs are announced, and meticulously tracked and recorded on its website ([SBDC 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 ([Small Business Development Center](#)).

Descriptions of past SBDC courses are also maintained in “CenterIC,” a proprietary cloud-based database shared by all SBDCs in Oregon. The same admission and enrollment data are gathered from non-credit and credit course participants.

Non-credit, community education courses are offered by OCCC on a limited basis. The official course outline for community education courses documents the intent of the course as well as the learning outcomes as “Upon completion of the course, a student shall be able to...” 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] Clatsop Community College provides many resources and programs to enrich student learning and help students be successful. All programs are provided at no charge to the student and help with student access to the College, student support, and educational support.

Plus Program- The Plus Program is a Student Support Services project at Clatsop Community College. The [TRIO/Plus Program](#) is a 100% US Department of Education funded TRIO/Student Support Services project. It receives \$292,379 annually. Their goals are to increase the college retention, graduation and transfer rates of eligible students. The TRIO/PLUS Program provides these FREE services to students at CCC: Academic Advising - Assist students with course selection and degree planning; Career Guidance – assist students in building knowledge about possible career paths through career assessments and assessment interpretations; Financial Aid and Scholarship Assistance- help students navigate the financial aid process, understand their financial aid award, and identify scholarship opportunities as well as \$25,000 in direct scholarship aid each year; Financial Literacy Training - offer training and workshops for budget development, credit rating management and payment for college, Transfer Planning Assistance- offer four-year college campus visits in Oregon and Washington and free transfer workshops to ensure a successful transition; Technology support - office computers, calculators, and voice recorders; and Tutoring -provide individualized tutoring as needed.

[Upward Bound and Talent Search](#) - Clatsop Community College's Upward Bound and Talent Search programs are 100% funded through a federal grant. Upward Bound (UB) and Talent Search at CCC serve 68 students from 9th – 12th grade in cooperation with the Astoria, Warrenton and Seaside school districts. The program's mission is to help students gain the knowledge and skills to succeed in high school and go on to college. Parents, schools and the community are crucial to the success of the program and the students. UB helps students to maximize their academic skills, succeed in high school classes and be prepared for college; Learn how to navigate the educational system -- all the requirements, deadlines and processes; Get in-depth information about career choices and educational options; Set individual educational and career goals and plans; Take and succeed in core classes that build a foundation for postsecondary education; graduate from high school; and enroll in a postsecondary program and graduate with a college degree.

[Running Start](#)- Washington state high school juniors and seniors can enroll tuition-free in college-level community colleges. Since Clatsop Community College serves Southwest Washington as well as Clatsop and Columbia counties in Oregon, students can attend Clatsop Community College free of charge, also. The College also has outreach activities targeted to Southwest Washington high school students including school visits, college fairs, and information sessions with students, parents, and counselors.

[Dual Credit](#), [College Now](#) and [Coastal Commitment](#)- These programs offer college classes, both transfer education and career technical education, to students who are still in high school. High School teachers are approved through the College's instructional qualification process and teach college classes to their high school students. Last year there were 29 courses taught in the high schools for dual credit. Coastal Commitment added 19 more classes this year. Coastal Commitment is a new program that allows high school students to earn college credit while still in high school. The Coastal Commitment model is based on the premise that the high school teachers and college faculty work together to develop high school curriculum that meets the student learning outcomes for the college class. Both parties work together to develop assessments that demonstrate student achievement of course

outcomes. The assessments are graded by both high school teachers and college faculty. At the end of the year, high school teachers and college faculty will evaluate the assessments and curriculum and make curriculum and/or assessment changes to the following academic year.

[Disabilities Services Office](#)- Clatsop Community College policy dictates that qualified students with disabilities will be able to access the benefits, rights, and privileges of the College's program and activities. Students work with the Disabilities Service Office for appropriate accommodations to help students be successful.

[Advising](#)- CCC employs a full-time advisor/cooperative work experience coordinator and part-time advisors in its student services area. The majority of advising is provided by full-time faculty members. According to the [collective bargaining agreement](#), each full-time faculty member is assigned a minimum of 20 advisees per term. The faculty member can earn overload pay, if they choose to accept more than 20 advisees per term. The College adopted [mandatory advising](#) during fall 2013, requiring all students to talk to their advisor before acquiring a 4 digit code that would allow them to register for classes using the online registration system. Advisees are assigned each term and the names are distributed to advisors by the end of the second week of the term.

[Career Center](#)- All advisors are encouraged to talk with students and provide career counseling as well as educational planning to each student. The College also provides career exploration activities through a Department of Labor funded grant—CASE. The CASE grant personnel developed online tools for students to use to help in their career search.

[Cooperative Education and Internship](#) - The College offers students cooperative education and internship opportunities for work-integrated learning opportunities. The College partners with many local organizations to provide supervised opportunities for students to work in an environment that matches their educational and career goals.

[Counseling](#) - The College employs a half-time counselor to provide a variety of services, such as academic and personal counseling, to help students be successful. The counselor is also knowledgeable about community resources and often refers students to these community resources for assistance.

[Student Programs](#)- CCC is a small community college and it provides a limited number of extracurricular opportunities for students to make new friends, build leadership skills, and interact with other community college students. The [Volleyball club](#) meets and plays volleyball two days a week at noon. There is also the [Phi Theta Kappa](#) (Honor Society) club that meets regularly and holds fundraising activities throughout the year. The [Latino club](#) is very active, also. They have fundraisers and celebrate Hispanic holidays as a cultural experience for the campus. The College has a small [Associated Student Government](#) where students can build leadership skills, interact with other community college students, and interact with the College administration and Board of Education.

[Math Assistance Center \(MAC\)](#) - The College uses the ALEKS software program for its developmental math classes and the MAC is open regular hours throughout the week to allow students to access drop-in tutoring in math. It is located next to the ALEKS computer lab so students can go from class into the MAC to seek help with troubling areas.

In addition, the College also offers students support through the [library](#), and [distance learning](#).

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An effective learning environment incorporates classroom instruction that is presented in a variety of methods (pedagogy) that address the learning styles of the individual students. Fall in-service activities with faculty and Council of Curriculum and Instruction monthly meetings provide a means to inform and reinforce the benefit of using teaching methods and classroom activities that align with the learning styles of students.

Students attending any of OCCC's locations enter into facilities that promote learning in a safe physical setting. Students also have access to instructional support services such as library and media services, individual and group study rooms, public computer stations, WiFi throughout the campuses and state of the art laboratories support skill building of Nursing and Allied Health, and Aquarium Science program students.

Access to college and community resources can be made by engaging Student Services department personnel. This department focuses on the needs of the individual student including advocating reasonable accommodations when merited.

The Tutoring Center is another resource that supports student learning. The Center maintains an active list of volunteer tutors in all course disciplines offered by the OCCC. Individual or group study rooms are also available for students and tutor/student sessions.

[2.D.2] The College provides for the safety and security of its students and their property at all locations where it offers programs and services. The College distributes crime statistics in accordance with the Clery Act in accordance with federal law. [Notice](#) is provided to all students registering online on a quarterly basis (as referenced in 2.A.15). Students may not bypass this notice, and confirmation of reading is recorded in the Student Management System (SMS). For students completing registration via a paper registration form, the form includes a notice regarding Clery compliance. Additionally, the [college website](#) and [Student Handbook](#) also have references to the Clery Act. This publication may be found online, in the Student Service Center, MERTS campus reception desk and the South County Campus reception desk. The information is included with a welcome packet provided to all students at New Student Orientation.

The College relies on the Astoria Police Department to respond to emergency situations. College communication of emergency on-campus situations is communicated through [Bandit Alerts](#). Optional signup for students, Bandit alerts are managed by the Vice President of Finance and Operations and allow for near-instant transmission of pre-recorded voice messages, text messages, and/or email messages. Additionally, building-specific messaging is possible through the Campus Display monitors located in Columbia Hall and the Student Services Center.

[Policy: 6.245](#)

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OCCC contracts with a local security service provider to secure the building at the end of the day and to respond to any after-hours incidence. Annual reporting of sexual assaults, hate crimes, arson and other incidences of a serious nature takes place in compliance with the Jeanne Cleary Act [20 USC 1092(f)].

OCCC campus facilities have numerous features that contribute to a safe and secure learning environment at each college location. Each site is equipped with security cameras that continuously

monitor the outside of campus buildings, hallways, and building entry points. Each campus is also equipped with a motion detection alarm system for after-hour security.

Classrooms are equipped with thumb locks that prevent entry from outside the classroom. Classrooms also have an auto dialing telephone pager that connects with a local security dispatch service. Door locks on the OCCC campus is based on a high security keying system. Off-hour access into campus buildings is by authorized electronic key cards issued to staff and faculty. The ability to lockdown the campus is accomplished by activating an electrical door lock switch located in a centralized location. The campus is also equipped with voice over IP phones that can provide students and employees with announcements over the public address system. Security announcements can also be placed any number of on-campus monitors.

The central campus is also equipped with two blue light emergency stations that have 911 phones that dial directly to the local emergency dispatch. Automated External Defibrillator (AED) stations and first aid kits are available in strategic locations on campus.

In accordance with state and local fire code, OCCC facilities comply with fire alarm and suppression infrastructure that includes wet/dry fire suppression and audio and visual alarm systems.

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

Recruitment- CCC is an open-access college and relies heavily on high school outreach, newspaper advertisements, community connections, and military outreach to attract students. The high school recruiter not only visits district high schools several times throughout the year, but also attends educational fairs, community events, and college activities to attract students to the college. The recruitment coordinator discusses college services with students as well as programs, program requirements, degree options, and state employment data. Full and part-time faculty also attend college and professional events to attract students to the college. One innovative part-time faculty member attended the Astoria Brewfest and set up an informational tent to attract students to the Historic Preservation and Restoration program. In addition, the College advertises in professional journals to seek out students for specific programs. The Director for College Advancement is proactive and sends many press releases to inform the local community about activities and notable student involvement at the college. Since the College's advertising budget is limited, deans and the Director for College Advancement meet to annually project advertising venues.

Admissions- Admission requirements to Clatsop Community College include the applicant being 18 years of age or older, possessing a high school diploma or GED, and can profit from the instruction. ([Policy 6.015P2](#)) If an individual wishing to attend the college is less than 18 years of age, the individual must have a high school diploma or GED; or excelled in high school and obtained a written release from compulsory attendance from the high school district in which they reside, and will pursue an associate degree; or has completed the equivalent of a high school diploma in a home school setting verified by their home schooled transcript and diploma, and obtained a written release from compulsory attendance from the high school district in which they reside; or has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree and has obtained a

release from compulsory attendance from the high school district in which they reside. Information regarding CCC's admission policies can be found in the [CCC catalog](#) and on the [college website](#).

Placement Testing- The COMPASS is a placement evaluation that helps identify student readiness levels in writing, reading, and math. This is a required test for admitted students. If a student has been successful in previous college math and writing courses, he/she may request a COMPASS waiver with proof of course completion at a C or above. An unofficial transcript must be submitted with the student's application for waiver consideration. The assessment consists of three basic areas writing skills, reading skills, and numerical skills.

[New Student Orientation](#)- A college-wide orientation for new students is not required, but offered to all students prior to the start of each term. The fall New Student Orientation is a four-hour event involving the entire campus. The college advising coordinator and recruitment coordinator provide more personal orientations for students beginning in summer, winter and spring terms. Student Services personnel survey fall orientation participants to assess achievement of desired outcomes such as [student satisfaction](#), and revises the future orientations based on that data. New student orientation planning is the responsibility of the New Student Orientation (NSO) committee that consists of the Recruitment Coordinator, Advising Coordinator, Director of Financial aid, Dean of Students and Enrollment Management, Vice President of Academic and Student Affairs (or a representative), and other student services staff members. Faculty input is solicited immediately following NSO, and during the spring planning sessions since faculty are not on contract during the summer when many NSO plans are finalized. Students attend sessions with their faculty advisors and student services personnel rotate through the different advising rooms and give short informational presentations to the students. This format allows students to begin to develop a relationship with their faculty advisors.

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The open admission policy maximizes access to a college opportunity to the local community. OCCC recruits and admits students who have the potential to benefit from its educational offerings. Advising specialists collaborate with high school counselors and college liaison to create opportunities to inform Lincoln County School District (LCSD) students about the benefits of attending OCCC. Advising specialists have participated in regional college/career recruiting fairs, College Night events and on-campus visitation by LCSD students.

Limited entry programs engage in additional recruitment, informational and orientation activities. The OCCC printed schedule is an additional recruitment tool that is published three times a year and mailed to every household in Lincoln County. Students are provided with relevant and timely academic information during New Student Orientation, mandatory one-on-one advising appointments, the OCCC catalog, and the Student Handbook.

[2.D.4] In the event of program elimination or significant change in requirements, the College makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption. The dean works with the faculty and the student(s) to create a course schedule that meets the requirements for completion of enrolled students.

In 2011-12, when the College faced a \$1.1 million budget deficit, administrators, faculty, and staff were laid off. The College also suspended the Criminal Justice and the Office Administrative Professional AAS degree programs. Faculty were laid off in spring 2012 and enrolled students were identified. The dean worked with all students to develop educational teach-out plans. Due to the

budget situation, the programs were cancelled during winter term. Students were taught classes by adjunct instructors, usually in an independent study format. Only 1 student is still finishing out a criminal justice degree. This student should complete the program at the end of spring 2014.

The Dean of Workforce Education and Training was appointed as the student's academic advisor for students in an eliminated program. Students were advised regarding the changes during winter 2012 and some chose to change majors while others continued. Several students were not enrolled at the time of the change, but had completed coursework. A few of these students have re-enrolled at the college. Students were informed that they may continue to complete coursework toward an Associate of Applied Science in Criminal Justice. The Dean of Workforce Education and Training advises these students to ensure courses are made available through a Reading and Conference if necessary. Also, through Clatsop's arrangement with Oregon Coast Community College which offers the criminal justice major at their campus, students completed online courses to complete degree requirements.

Oregon Coast Community College

If program elimination occurs, OCCC is committed to providing affected students with reasonable provisions to complete their course of study. In 2009, the online Hospitality and Tourism Program was discontinued in part because of the end of the contracting partnership between OCCC and Chemeketa. Individuals were able to transition seamlessly by continuing their online studies without additional time to completion or loss of credits.

OCCC will communicate the intended program closure with advising specialists, affected students and faculty, and the community. This communication would take place through individual meetings, email, or public notice whichever combination is most appropriate.

[2.D.5] The College publishes current and accurate information related to all items spelled out in this standard in the catalog or on the College's website. The catalog is published annually and provides all information as required above. Tuition, fees, and other program costs are not listed in the catalog, but this information is available online, and updated as necessary to reflect current board-approved tuition, and any fees assessed for courses as determined by the Office for Instruction. Scholarships are posted online, and also communicated to students through advisors, instructors, email and campus postings. Specific examples of information and locations are listed in Table 2.D.5.1.

Table 2.D.5.1. Information and published locations

Information required	Catalog pages	Website	Other
Mission, Vision, Values	Inside front cover	Mission, Vision, Values	
Core Themes	Inside front cover	Core Themes	
Entrance requirements and procedures	pp. 4-5	Admissions	
Grading policy	pp. 14-15	Grading policy	
Information on academic programs and courses, including	pp. 23 - 119	Academic Programs	Program Brochures

degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings			
Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	pp. 120-121	Faculty Information pp. 120-1	
Tuition, fees, and other program costs	p. 6	Tuition and Fees	Nursing program application,
Refund policies and procedures for students who withdraw from enrollment	pp. 5-6	Refunds	
Opportunities and requirements for financial aid	pp. 7-9	Financial Aid	
Academic calendar	p. 128	Academic Calendar	
Expected Learning Outcomes	pp. 23 - 68	Degrees and Certificates	
Rules, regulations for conduct, rights, and responsibilities	pp. 20-22	Student Handbook and Student Code of Conduct	Student Handbook

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:	
)	Institutional mission and core themes; (OCCC Vision and Mission)
)	Entrance requirements and procedures; (OCCC Admissions)
)	Grading policy; (OCCC Grading Procedure and Academic Policies)
)	Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; (OCCC College Catalog 2013-2014, see pages 27-48)
)	Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; (OCCC College Catalog 2013-2014, see page 86)
)	Rules, regulations for conduct, rights, and responsibilities; (OCCC College Policies , Academic Policies and Student Right-to-Know)
)	Tuition, fees, and other program costs; (OCCC Tuition and Fees Schedule) and (OCCC College Catalog 2013-2014, see page 6)
)	Refund policies and procedures for students who withdraw from enrollment; (OCCC College Catalog 2013-2014, see pages 4-6) and (Adding, Dropping or Withdrawing from Classes)
)	Opportunities and requirements for financial aid; (Financial Aid) and (OCCC College Catalog 2013-2014, see pages 6-8), and
)	Academic calendar. (OCCC Academic Calendars and OCCC College Catalog 2013-2014, see pages 79-80)

[2.D.6] Clatsop Community College’s publications describing educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. The College also informs students about any unique requirements for a profession. The Nursing program, which has unique and state licensure requirements, addresses these issues in the [nursing program application](#):

“As a student in the Nursing Program, you are expected to meet minimum performance standards for nursing, including but not limited to the following standards.

- Ability to grasp scientific concepts, set up and answer basic math and algebra problems
- Critical thinking sufficient for clinical judgment

- Verbal and written communication sufficient to effectively interact with clients, peers, and others
- Ability to move from room to room, maneuver in small spaces, remain on feet for extended periods of time, and lift up to 40 pounds
- Gross and fine motor skills sufficient to provide safe and effective nursing care
- Hearing sufficient to monitor and assess clients, e.g., hear heart and breath sounds and use a telephone
- Visual acuity and color discrimination sufficient to read fine print, to observe and assess clients, e.g., identify skin tones such as pale, ashen, grey, or bluish.
- Tactile ability sufficient for physical assessment, e.g., palpate peripheral pulses“

In addition, students are advised of the following Oregon State Board of Nursing (OSBN) rules concerning Application for Licensure by Examination (RN or LPN):

If the applicant has a physical or mental condition that could affect her/his ability to practice nursing safely, a physical or mental assessment may be required by OSBN. The assessment will assist in the determination as to whether or not the applicant's physical or mental health is adequate to serve the public safely.

An applicant who has been arrested, charged or convicted of any criminal offense will be evaluated and a determination will then be made as to whether the arrest, charge, or conviction bears a demonstrable relationship to the practice of nursing.”

In the College’s [catalog](#) and on program brochures, there are two sections that address employment and prevailing wages.

Oregon Coast Community College

OCCC’s educational programs are accessible on the Web, in the OCCC catalog or published in program brochures and program handbooks. These publications are reviewed and adjusted at regular interval by program managers and local advisory committees.

Programs with limited or selective entrance requirements include: Nursing, Aquarium Science, Medical Assistant, Emergency Medical Technician, and Criminal Justice. The Nursing and Aquarium Science programs have developed specific handbooks that are kept current and distributed to students accepted into the program.

Discipline specific advisory committees help to identify changes in the profession that may affect employment requirements, or alter the potential for professional advancement. These findings are communicated to prospective and current students.

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

The College meets record retention requirements as specified in the [OAR Div 166 Chapter 450](#) and implemented with respect to student records as college [policy 6.025](#).

The policies on student record retention are followed in Student Services, as well as all departments in the college. College personnel maintain paper records (filing, storing, and removing) as specified in the policy. The records are stored in a secure record area at the college.

Records are also maintained in the Student Information System (SeaNet) and the US Department of Education financial aid systems. The Information Technology department is responsible for archiving and backing up records for the entire college. More information can be found about archive and back-up processes in section 2.G of this report. All records access is password protected. The College also has firewalls and software protection to protect against unauthorized access by unauthorized personnel.

In accordance with the Family Education Rights and Privacy Act, (FERPA), the college controls the release of student information. Board Policy [6.025P-1](#) effectively implements FERPA at the college. All employees, including work study students, must complete FERPA training and sign a confidentiality statement before they are allowed to access the SeaNet system.

Oregon Coast Community College

OCCC recently transitioned from paper to electronic student files. All electronic student data is automatically stored on disk arrays every 24 hours at 22:00. Servers are located at the OCCC central campus in the secure server room. Access to those records is controlled via application and database security. All records are backed up to a disk array nightly. Full backups are also written to disk array and stored on OCCC north campus servers weekly in a secure server room. Full backups are also written to LTO tape on a weekly basis and archived in a safe deposit box.

OCCC has implemented the imaging system purchased by the College and supported at OCCC by two site licenses. Scanners are utilized for financial aid and enrollment services records. These records are then archived on a server. OCCC complies with federal and state records retention requirements.

Student paper files are stored in locking file cabinets in a secured, staff only records room in Student Services (Central County Campus). The hallway that leads to the records room has no unsupervised public access.

OCCC fully complies with Family Educational Rights and Privacy Act (FERPA) requirements regarding student record confidentiality. The OCCC data management system (SharkNet), the same data management system used by the College, allows for viewable student records by authorized users.

[2.D.8] The College provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. It also addresses Core Themes 2 and 3 (Transfer and Employment). The College also publishes information regarding the categories of financial assistance (such as scholarships, grants, and loans) and this is made available to prospective and enrolled students.

The CCC Financial Aid Office administers all federal, state and local financial aid resources for students in the form of scholarships, grants, loans and employment opportunities. The College is approved to offer the federal and state financial aid and these approvals are reaffirmed annually. The College provides quarterly and annual reports, audits, and renews agreements in order to maintain its approval status. The financial aid dispersed by the college comes from federal, state, private, and college grants; federal and private loans; and Foundation and private scholarships. It maintains compliance with the various complex federal, state and institutional [regulations](#) that govern these programs through intensive oversight and program review. CCC financial aid programs are [audited](#)

[annually](#) in accordance with federal rules and guidance by an outside auditing firm, Clifton Larson Allen LLP. The office also works with scholarship donors and the [CCC Foundation](#) to develop, coordinate, and administer private scholarships to students.

Complete information about all financial aid programs, applications, eligibility requirements, potential available amounts and special program information is listed on the [college web site](#). The [college catalog](#) and [student handbook](#) have information about financial aid and paying for college. The Financial Aid office also holds workshops for prospective students as well as area high schools and other community organizations. Recently, the financial aid director went to Camp Rilea to speak with members of the Army and Air National Guard as well as Coast Guard members about financing their education at Clatsop Community College.

The Financial Aid department is located in the Student Services building on the Main campus. The office staff is available to answer students' questions in person or by phone concerning eligibility, deadlines, application status, etc. There are computers located in the Student Services lobby to make it easy for students to access financial aid information on the College's website or complete their FAFSA.

Oregon Coast Community College

OCCC, as part of its contractual accreditation through the College, follows the College's federal financial aid policies and procedures. These policies and procedures are posted on the OCCC website ([Applying for Financial Aid](#)).

Consistent with the OCCC mission, student needs, and institutional resources, OCCC informs current and prospective students of these opportunities to finance their education ([Scholarship Opportunities](#)). The OCCC Foundation offers the Serve, Earn, and Learn (SEAL) endowed service learning scholarship ([SEAL Program](#)), as well as an 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 ([Oregon Coast Scholars Program](#)).

[2.D.9] Students receiving financial assistance at Clatsop Community College are informed of any repayment obligations. The College also regularly monitors its student loan programs and the institution's loan default rate.

CCC complies with all [federal student loan disclosure requirements](#). Student borrower obligations and repayment options are disclosed each award year through mandatory entrance counseling. Students receive notifications of loan disbursements and their right to cancel.

Students who leave CCC and have participated in lending, receive information on their current loan debt and options for repayment of their student loans through the mail and electronically.

All students receiving financial assistance are informed of their potential repayment obligations due to early withdrawal (official or unofficial), a drop in credits, or financial aid compliance issues. They are notified of this through the campus wide information system. Students also receive notice of Satisfactory Academic Progress and [Title IV Refund and Repayment policies](#).

The financial aid office monitors its student loan programs on an ongoing basis via the Federal National Student Loan Data System, Common Origination Disbursement System, and the Federal Direct Loan Servicing Center. The institution monitors its draft and final default rates via communication with the Department of Education. In addition to institutional proactive default management strategies CCC uses a third-party servicer, SALT/American Student Assistance to assist with financial literacy and

additional default prevention activities. A college risks losing its approval to offer federal financial aid to students when its student loan default rate exceeds 30% for 3 consecutive years or 40% for one year. Currently the Clatsop Community College loan default rate is 26%. The College is offering the SALT program to students for the first time this year to help lower the default rate.

Oregon Coast Community College

OCCC students for the purposes of federal financial aid are considered the College's students and thus are integrated into the College's loan default rate. OCCC adheres to all of the College's financial aid policies, and procedures including repayment obligations. Financial Aid recipients who are first time borrowers must complete the Department of Education's on-line Loan Entrance Counseling. Students also complete a loan request, promissory note and the borrower's rights and responsibilities form through the College. 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.

The two colleges work closely regarding federal financial aid issues and communicate regularly by email, phone, videoconference, or face to face meetings. When OCCC and the Clatsop Community College began the contractual agreement in 2010 the College hired a Financial Aid Coordinator to manage OCCC students who receive financial aid assistance. Also reflecting this working relationship is that the OCCC Financial Aid Specialist and Director of Student Services provide input to the College's Financial Aid Appeals Committee when OCCC students are appealing their financial aid status.

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

The institution utilizes 45 faculty and staff advisors to provide academic advising support to students from the time they enter the college through graduation. The advisors help students make good academic and career path decisions. Advising assignments are made each term and every effort is made to connect faculty advisors with students in their programs. Advisors create, review, and approve student educational plans. They also talk to students about their classes, progress in their education plan, review degree audits in preparation for graduation, and sign and approve graduation petitions. In Fall 2014, the College implemented [mandatory advising](#), requiring students to meet with an advisor before registering for classes online. The advisor provides the student with a code to access the registration module after the face-to-face meeting. Student and faculty feedback about mandatory advising during fall term is positive.

Advising training takes place prior to the start of the fall term. Student Services personnel provide training for advisors about the curriculum, program, and graduation requirements, and software. There are 27 faculty advisors and eight staff members—composed of three deans, one administrator, two directors, and two advisors, advise students. In addition, the [Plus Program](#) personnel (one director and two counselors) also advise students who are eligible for their services. The advising committee convenes each term to review the previous term's advising outcomes, propose changes, and address issues. During the term, an advising listserv provides updates to advisors.

A June 2013 survey of graduates indicated students were satisfied or very satisfied with advising services provided during their education. Since non-graduates (excluded from the survey population)

may be the least-satisfied with the advising experience, all degree-seeking students who meet with advisors during the term are now surveyed for their feedback on their advising experience.

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OCCC has two highly qualified advising specialists who provide academic guidance to OCCC students, including those enrolled in the limited entry Career and Technical Education programs ([Advising Specialists](#)). They are assisted, as necessary, by the Director of Student Services. Advising is delivered using both small group and individual appointments. General advising information, as well as term specific information, is available on the website ([Advising Information](#)) as well as in the Student Handbook.

Individual student records in SharkNet provide for an advising module that allows the advisor to input advising notes and “clears” the student for course registration.

[2.D.11] Co-curricular activities offered at Clatsop Community College (Associated Student Government (ASG) and student clubs) are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

In support of the College’s core themes to prepare students for transfer, career employment and business productivity, the College provides limited co-curricular activities to students, including Associated Student Government (ASG) and student clubs. The experiences seek to promote community service, cultivate civic engagement, and encourage social development. These activities are funded with student fees. To be sanctioned, clubs submit an application to be approved by ASG that includes its purpose statement and provides ASG with information about the club’s leadership and advisor. A college faculty or staff advisor is required for all campus co-curricular activity groups.

ASG operates under its approved policies and procedures ([Policy 6.235](#)) and the Dean of Students and Enrollment Management serves as its advisor.

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OCCC offers an array of opportunities for students to participate in college sanctioned co-curricular activities coordinated through the Student Services department. These activities promote the OCCC mission by contributing cultural enrichment, creating a welcoming environment, and developing the local resources in leadership.

The Associated Student Government of OCCC is the official organization that represents OCCC students. The Associated Student Government rights are posted on the OCCC website ([OCCC Associated Student Government](#)).

Campus organizations including Associated Student Government, Psychology Club, Chess Club, Photography Club, GLBT Triangle Club, Student Nurse Organization, and the Sea Fan (students with aquatic interests) have no admission requirement. OCCC also participates in Phi Theta Kappa, which requires a minimum grade point average and a faculty recommendation. Each college club requires a campus faculty or staff advisor.

OCCC also encourages students as well as faculty and staff to contribute to *Waves*, the annually literary publication that features the works of students, faculty and staff.

[2.D.12] The College operates auxiliary services that support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning

environment. Students, faculty, staff, and administrators have opportunities for input regarding these services. The auxiliary services offered by CCC include the [bookstore](#), and the [café](#).

The bookstore is operated directly by CCC and it enhances the quality of the learning environment by providing textbooks, class packets, reference and auxiliary books, and various school supplies for students. In addition to the academic materials, the bookstore also offers convenience items from college logo items to small food items, coffee, and drinks. Many students work or take the bus and do not have the opportunity to have meals before coming to class. This service allows students to eat while on campus to enhance their academic experience. The bookstore is committed to Clatsop students and began an innovative textbook rental program 2 years ago to help students afford textbooks. This provides a valuable service to a large proportion of our students who are considered low-income and/or disadvantaged.

The café provides reasonably-priced food to students for breakfast and lunch. The College contracts with the proprietors, to provide hot, cold, and healthy food for purchase by students and employees. Since the College is located in a residential area, it is difficult for individuals to go into town, pick up lunch, and return to the college in a short period of time. The café is located in Columbia Hall where GED and health professions programs are located. Although it is just a short walk from Towler Hall where most of the transfer education and business courses are held, another food service vendor is located on the first floor of Towler Hall. The Astoria Coffee Bar was created in 2012 after many employees and students expressed interest in having a coffee bar on campus.

Oregon Coast Community College

OCCC operates the “Your College Store” (YCS) at the central campus in Newport. The YCS functions as a convenience store by providing access to food including hot lunch specials, fresh fruit, packaged goods and a variety of beverages. Besides a pair of vending machines, the only food available within walking distance is through the YCS. The YCS also stocks basic school supplies throughout the academic school year.

During the first four weeks of each term YCS concurrently functions as the OCCC bookstore and is fully equipped to handle cash, credit card or financial aid account transactions. Financial Aid recipients are able to “charge” books to their financial aid accounts, thus ensuring that they have the necessary textbooks by the start of the term. Textbook Buyback is another function conducted by YCS.

The idea of a college store arose during the campus concept development phase that included input from staff, faculty and administrators. Student input was received when the YCS was under construction in 2012 and centered on food preferences.

YCS contributes to the OCCC mission and student success by providing access to services and nutrition opportunities to campus users.

OCCC also provides seven copier/fax/scanning units that are networked in support of faculty and staff. Students have access to free printing from the public computer stations. A cash transaction photocopier is also available to campus users.

[2.D.13] Standard 2.D.13 is not applicable because Clatsop and Oregon Coast Community Colleges does not offer any athletic programs.

[2.D.14] Clatsop Community College uses several methods to verify the identification of students enrolled in distance education courses to ensure that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The College ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

When a student is admitted to Clatsop Community College, the student is assigned a student identification number which allows them to access college services through their student account. Student access to college services through these accounts requires secure passwords. The passwords must conform to Information Technology standards. In accordance with the Federal Higher Education Opportunity Act, [Public Law 110-315](#), the College verifies the identity of students, and ensures registrants are the same students completing the coursework and receiving academic credit for the course. When Clatsop Community College students enroll in an online course, their participation in the course is restricted to using a login site which requires a secure username and password to enter. In addition, some courses require students to take tests and/or final examinations in a proctored environment. The College continues to monitor the development of identity verification tools to enhance the College's ability to verify student identity.

In-person registration is required for first-time registration in online classes. The student is required to meet a Clatsop Community College staff member to ensure proper identification and participate in an orientation specific to online courses. Subsequent course registrations do not require in-person registration, and phone registration may be used.

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Distance Learning offerings are courses that either originate from OCCC ("provider"), or are provided by another college but "hosted" by OCCC. The first step in student verification is the college admission process. The prospective student provides information such as full name, social security number, date-of-birth, high school attended, ethnicity, contact information and educational background of self and parents. Once the student is admitted to OCCC, a unique student ID number and initial password are issued. This initial password expires upon first use. Students who wish to enroll in a distance education class complete the online "Add Course form" ([OCCC Distance Education Add Course form](#)).

OCCC distance learning program utilizes the open source, learning platform Moodle to expand access to information and resources outside the traditional classroom. The student creates a personalized Moodle account after being enrolled in the distance learning course.

Distance education faculty members review the student roster against those enrolled in each course to identify any enrollment discrepancies. The registrar is informed of any inconsistency between enrollment records and students in the class.

The distance education coordinator/registrar reviews the student formation against the comprehensive student database to verify that the student information matches the student records of the enrolling student. When an OCCC student registers for a "hosted" class that originates from the College, the student information collected in the "Add Course form" is further reviewed by the College. If a discrepancy is identified by either institution, then course enrollment is prevented and the student is contacted in an effort to reconcile differences. If records and student information align, the student is issued a Moodle enrolment key that allows access into the distance education class. These enrolment

keys are issued by the distance education coordinator/registrar only after student records and information are verified to be accurate.

These processes ensure that the individual who enrolls in the distance learning course is the same individual who registered for the class. OCCC also abides by FERPA regulations to ensure the security and privacy of student records.

Students who have arranged for proctoring exam services must present a valid government or student photo ID ([Student Verification-proctoring](#)).

Standard 2.E Library and Information Resources

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

As outlined in the library's [strategic plan](#), an annual initiative for the library is to: *Maximize student/faculty access to information resources, despite continued challenges in acquisitions funding.* Over the past few years, the library has taken strides to add the necessary currency, depth, and breadth to its collection. For example, the library joined the Chinook Library Network, a group of public and academic libraries along the Oregon coast, to obtain and share a new Information Library System (ILS), the open-source product, Koha. This group of libraries also shares resources through an efficient transfer system. The library continues to obtain the vast majority of its interlibrary loans (ILL) through the [Orbis Cascade Alliance courier system](#). Library staff use OCLC's powerful search tool [Firstsearch](#) and the courier system to find, borrow, and acquire resources from libraries throughout the Pacific Northwest and nation. This ensures access to a wide-range of resources not available physically through this library.

In addition to the two library consortia to which it belongs, the library has added an academic collection of about 80,000 e-books, streaming video, and updated DVDs to its collection in support of college programs. It continues to provide access through the [library website](#) to a host of online periodical databases from on and off campus, both multi-disciplinary and discipline-specific.

The library's vibrant online and physical collection combined with its participation in the Chinook Library Network and the Orbis Cascade ILL system provide students in all programs of the college with relevant and timely information resources. In doing so it supports the College's *Core Theme 1 – Foundational Skills*, *Core Theme 2 – Transfer*, and *Core Theme 3- Employment* by providing essential resources to students at all levels as they progress through college.

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The OCCC library provides the appropriate levels of currency, depth, and breadth to support the institution's mission, core themes, programs, and services. Despite the past five years of budget shortfall, the library's budget allocation for materials and services has remained consistent.

Students, staff and faculty have continuous 24/7 access to nearly fifty electronic databases that support OCCC's educational programs. Academic, multi-disciplinary databases such as *Academic Search Premier* provide peer-reviewed, full-text articles. Subject-specific databases focus concentration on the core programs at OCCC such as the subscription to *ProQuest Aquatic Collection* in support of Aquarium Science program students. Additionally, students, faculty and staff have 24/7 access to *eBooks* through the ebrary *Academic Complete* collection for non-fiction resources.

Faculty is further supported through the OCCC Library Services for Faculty site ([OCCC Library Services for Faculty](#)). Reserve books that have been identified by faculty are also housed within the library.

In addition, students, staff, faculty, and the general public who possess an OCCC Library cards have access to materials within the [Chinook Libraries Network](#) (CLN), an online catalog of resources from

three public libraries, Tillamook Bay Community College, and the College. Students, faculty and staff can also obtain resources through Interlibrary Loan. Many articles are available by email in one day. Printed materials, DVDs, CDs, etc. arrive by mail or ORBIS courier. This individualized service coincides with the mission of providing personalized service ([OCCC Mission Statement](#)).

[2.E.2] At Clatsop Community College, planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

This standard touches upon the Library's second initiative in its [Strategic Plan](#): *Create a more comprehensive, collaborative learning experience to foster the engagement and success of CCC students and faculty*. In order to plan for and create library and information resources that support a comprehensive and collaborative environment, the library draws upon a number of sources for qualitative and quantitative data and feedback.

Library staff collects and analyzes data from sources such as the Library's information library system (ILS) – Koha; electronic resources such as periodical databases, eBooks, and streaming video; and interlibrary loan data.

The Library Director administers an [annual faculty survey](#). Questions include those pertaining to satisfaction with library services and instruction, resources in the respective disciplines, medium of resources, and needed areas for improvement. The library staff also administers an annual student survey that gauges student opinion in similar areas. In addition to these two surveys, library staff performs an observational survey annually to observe how the physical resources of the library are being used during different stages of the academic term. All of these assessments are evolving during the 2013-2014 year as the library adds services and resources with its new Learning Commons.

While there is no longer a Reference & Instruction Librarian, the Library Director continues to teach Information Literacy and track instruction data. This data, generated from interactions with classes across the curriculum, informs the direction of Information Literacy instruction.

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Library-related assessment and feedback not been consistently implemented. Since moving into new campus and library facilities in 2010, this condition is being addressed. Qualitative, anecdotal and verbal feedback by library users has been acted upon when merited and practical. The need to assess effectiveness of activities and effort led to the subscription of electronic survey software. This software will allow Library and Media Services to survey different OCCC Library user groups. OCCC Library staff anticipates assessing the effectiveness of classroom library instruction sessions.

Faculty and staff are encouraged to complete the online form to identify additional library resources that would enhance instruction and curriculum. This form of input is used on a regular basis by faculty members. The [Chinook Library Network](#) also allows users to "suggest a purchase" through an online form.

[2.E.3] Consistent with its mission and core themes, Clatsop Community College 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.

The Library's instruction aligns with the College's *Core Theme II – Prepare students to successfully continue their education at a bachelor degree-granting institution*. Information Literacy (IL) instruction is the essence of an academic library and carries with it the ability to influence, support, and prepare all students for transfer to a four-year institution. The reach of Information Literacy across the curriculum has diminished at Clatsop Community College within the past two years due to the loss of the full time Reference & Instruction Librarian. The Library Director devotes 25% of her time to instruction, working primarily with the Writing discipline on IL instruction and assessment as IL proficiencies (finding, obtaining, evaluating, and using information) are a required aspect of the AAOT degree (Associate of Arts, Oregon Transfer). As an example of how Information Literacy is measured within the writing discipline, see section 2.E.2. The Library Director also continues to teach and assess IL across the curriculum in various ways, collaborating closely with the disciplines of Biology, Nursing, Fire Science and others on instruction and assessment. This work is documented in the IL [Instruction and Assessment Table](#). The Library has created a Learning Commons that supports the College's *Core Theme I – Prepare students with a foundation of the skills and abilities needed for college study and life-long learning*. The Learning Commons provides a collaborative learning environment with key "experts" available that actively provide students with instruction at the point of need. These "experts" include the librarian and writing instructional assistants (I.A.) – two new positions in the library. One I.A. position works directly with students in the Library Commons, focusing on writing and research skills. That work will be evaluated with student evaluations and also from the annual faculty, student, and observational surveys. The other I.A. position works with various classes that use the Library and Learning Commons, working to support and improve student writing abilities. This support and assessment is documented in an [Education Assessment](#) rubric created for this purpose.

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OCCC provides instructional and support for library and information resource consumers of any skill level, including members of the general public. OCCC library's main focus is to enhance library literacy skills to students through instructional opportunities and informational resources. Faculty is encouraged to request library instruction module ("One Shot") that is taught by a library staff member. An online Library Instruction Request Form is available to faculty to schedule a library instruction session ([Library Instruction Request](#)).

While continuing to offer the "One-Shot" library instruction, OCCC began offering an one-credit library research class, LIB 127 Library Research Skills. Data about this course and student experience will be gathered throughout the academic year.

Funds were recently allocated to improve student access to library and media services. The added features of a circulation service window and a dedicated reference area improve access and efficiency for clients and library and media services personnel.

The library utilizes OCCC [Serve, Earn & Learn \(SEAL\) scholarship](#) recipients to assist with serving clients at various library service access points. By utilizing students to address the basic needs of library patrons, library professionals have increased availability for more technical support. OCCC Library and Media Services staff members and student workers adhere to FERPA guidelines to ensure the privacy of OCCC library patrons.

[2.E.4] Clatsop Community College regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The Library uses its [Strategic Plan](#) each year to guide its support and services to the college. The plan is aligned with the College's mission and core themes and outlines the library's active initiatives, target achievements, findings, and future actions. This plan assists in the evaluation of the quality, adequacy, and utilization of library resources and services through its various, and aforementioned, annual surveys and instructional assessments.

As for the security of library resources, the Library's ILS tracks checked out items from the library, sending automatic email reminders to library users for upcoming due dates and overdue items. Also, electronic resources are protected from unauthorized use by an IP authentication system, Ezproxy. This allows off-campus access to electronic resources solely to authorized users –Clatsop Community College students, faculty, and staff. The library has no security detection gate to monitor the removal of physical items from the library.

The library requires a photo ID to check out items from the library. No social security numbers or driver's license numbers are used on user records. Library staff protects user privacy and does not release any user information. All of this information is kept in the library's ILS under password protection. Non-staff are not allowed in the work area unless accompanied by a staff member.

Library electronic databases and resources are obtained in the following ways:

- Purchased directly with no consortium involvement.
- Obtained through the Oregon Statewide Licensing Program.
- Purchased through a consortium – the Electronic Resource program through Orbis Cascade Alliance.

All electronic resources are evaluated through usage statistics provided by the vendor, as well as through feedback via the student and faculty surveys.

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OCCC Library and Media Services staff reviews library resources for quality, adequacy, and utilization on a regular and ongoing basis. The entire physical collection is reviewed for adequacy, currency, quality and utilization every five years. Material found to be no longer current, of excess number, or not utilized are deemed surplus resources and removed from the collection. Data is not fully utilized to assess and evaluate this aspect of library operations.

Print acquisitions are scrutinized prior to purchase; donations are reviewed upon receipt for currency, quality and appropriateness.

Besides having a physical presence of staff and student workers, and strategically placed surveillance cameras, printed materials are not secured against theft. Radio-frequency Identification system to reduce theft of library resources are not in use at OCCC.

Standard 2.F Financial Resources

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

Clatsop Community has a history of financial stability from conservative fiscal activities. The College carefully adheres to state laws and rules when managing its budget, debt, and investments. The Clatsop Community College Board of Education approved policies related to [borrowing funds](#), [investment of funds](#), and [depository of funds](#).

CCC receives funds to support its programs through the following sources: state funding at \$995/full-time equivalent student, tuition (\$98/credit at this time), fees (vary per course), property taxes (from Clatsop County), and timber tax revenue (from sale of timber harvested in the state forests in Clatsop County). The state funds, tuition, fees, and property tax are used to pay for college operations while the timber tax revenue is used to pay for the College's debt service. Any timber tax revenue, above the amount needed for the debt service, is collapsed into the general fund and used to build the College's reserves and/or for operating expenses.

The College maintains an operating reserve to ensure short-term solvency, but due to timing of payments from the Community College Support Fund (CCSF), property taxes, and timber tax revenue, the College took out a tax anticipation note in 2012-13 and 2013-14 to maintain cash flow. The 2008 economic downturn required increasing tuition and fees, seeking new revenue sources, and reducing operational expenditures to ensure fiscal sustainability. The College's [fund reserve](#) was 12% at the beginning of the economic turndown, but was depleted to less than 5% in 2012. The state's Community College Support Fund allocations to Clatsop Community College were drastically reduced (31% decline) in FY2012-2013(reference CCWD report). For example, in FY2008-09 Clatsop received 1.31% of the annual CCSF formula allocation while in FY2012-13 Clatsop's allocation dropped to 0.56% of the annual CCSF. During the 2012-13 academic year, the College also sold a property to increase cash reserves. The 2013-2015 biennium provides reason for optimism with Clatsop's funding allocation increasing to 0.67% and 0.66%, respectfully, based on the October 15, 2013 Community College and Workforce Development (CCWD) Summary of [CCSF allocation](#) report. This seemingly small percentage improvement in formula allocation provides more than \$500,000 annually for college operations.

A five year (3 years actual and 2 projection years) fiscal forecasting and projection model is used to conservatively forecast revenue, generously estimate operational expenses, and realistically estimate ending fund balance. Budget reductions were based on the continued revision of the forecast model. Nearly \$1 million in additional revenue and operational reductions were necessary in FY2011-12 to address the shrinking State Support formula allocation due to lower than projected State revenue. Operational reductions were accomplished through position attrition, retirement incentives, program elimination and restructuring, furlough days, operational budget reductions, and staff reductions from layoff.

The College's [Strategic Plan](#), which was approved by the Board of Education, clearly states that the college will "increase general fund ending balance to 15 percent of General Fund" under the goal of "Improve the Vitality and Stability of the College". The goal and objective focuses the College's energy to achieve these targets.

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OCCC has been a good steward of the financial resources provided by student tuition and fees, state funding, local property taxes, and grants.

An extensive budgeting process begins in January and ends in June with the adoption of a balance budget. Budget planning considers all available funds to develop the financial resources to cover financial obligations. An annual audit of financial documents reflects long and short term stewardship of resources.

Starting in 2013, OCCC has generated a fund balance of 15% or above. Funds in excess of the 15% will be placed in a reserve fund. Over the past year OCCC has reduced expenditures, re-structured, increased enrollment and sold surplus real estate.

OCCC manages risk through conservative projections on enrollment, and cost control measures. An annual audit is conducted in accordance

[2.F.2] At Clatsop Community College, resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources. The College realistically and strategically plans expenditures of revenue from all sources of funding. At CCC, all revenue is collected in the general fund account, and then a budget is prepared for expenditures.

Resource planning and development is prepared timely and based on realistic budgeting. Revenue projections are based on CCSF funding formula projections, county property and timber tax projections, enrollment trends and projections, and reserve estimates. The College uses conservative projections to ensure that funds will be available for budgeted programs and services. The College is careful to prevent the use of one-time monies for on-going operational expenses. Clatsop's conservative budget forecasting methods help the continuity and stability of departments and programs.

Non-tuition revenue includes a variety of fees, timber tax revenue, cooperative agreements, and facility/asset use revenue. Other revenue sources account for less than 5 percent of general fund resources. Examples of fees include lab fees for consumables, technology fees for upgrading information technology at the college including student computer labs, and student fees for ASG and student club activities. The College is always searching for grant opportunities for specific projects. For 2012-13, the College manages \$7,335,234 in grants and \$90,583 as indirect funds for those grants. The College is currently involved with the Carl B. Perkins, CASE, TRIO (Plus Program, Upward Bound, & Talent Search), Lives in Transition, and Small Business Development Center grants. The indirect funds brought in for grants are not used for operational costs.

Clatsop Community College Foundation is a charitable organization that is associated with Clatsop Community College. The CCC Foundation was established in 1960 as a separate 501(c) (3) organization to provide philanthropic support for the College, its students and programs. Currently, the Foundation manages approximately \$2.8 Million in privately donated funds which provide scholarships for CCC students and funding for CCC programs. The majority of the money donated to the Foundation is used to provide scholarships for CCC students. The Foundation provides some money to support CCC programs and in the last two years this support bought two new treadmills and other equipment for CTE programs.

[2.F.3] Clatsop Community College clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

[Board policy 3.005](#), College Budget Preparation & Management clearly defines the annual budgeting planning process in a shared governance process according to local budget Law. In fiscal year 2011-12, the budget advisory committee was established to improve the budget development process. The budget cuts of the 2012-13 academic year caused considerable turmoil at the college with employees feeling betrayed because they did not understand the budget process nor the processes used for the making the severe budget reductions. The formation of the Budget Advisory Committee in FY12 was a key step in conducting budget development in an open and transparent manner and allowing all constituents to have a voice in the process. Committee membership includes all employee groups (full and part-time faculty, classified staff, supervisory, and administration) with an emphasis on understanding revenue and expenditures and communicating this information to colleagues. All-staff budget forums are also held regularly to communicate budget information to support a transparent budgeting process. These meetings provide the campus community with fiscal information, budget assumptions, and legislative updates. The PowerPoint presentations used in the staff budget forums are posted to the website and available for all constituents to view. The College provides frequent opportunities for input into the budget process to ensure the campus community has input into the budget development process.

The business office kicks off the budget development process when annual renewal worksheets are distributed to supervisors. Supervisors are asked to evaluate each annual renewal and determine if the renewal will remain in the budget for the upcoming year or if it will be discontinued. Once the annual renewals are returned to the Business office, the business office creates [budget worksheets](#) for each department. The worksheets consist of the previous year actuals, current year budget, and next year projections. Supervisors work with employees in the department to determine the area's budget for next year. During this stage of budget development, consideration is given to whether the requested budget fulfills the College's mission and core themes. Requested budget items must be in the department's strategic plan. The Budget Advisory Committee meets twice monthly and has input on the guiding principles of budget development and the budget assumptions. Vice presidents review budget worksheets from their areas then return the documents to the business office. Business office personnel ask clarifying questions and compile the documents to form the draft budget. The draft budget is presented to the Budget Advisory Committee for approval, then President's Cabinet for discussion before the President takes the draft budget to the [Budget Committee](#). In addition to the 7-member Board of Education, seven community members are appointed to serve as members of the district's Budget Committee. The fourteen member group receives the annual budget message and proposed budget in May meetings. Typically, two meetings are required to approve the proposed budget. Once the Budget Committee approves the budget, it goes to the Board of Education for its approval. Once approved, the budget will receive minor edits before it is sent to the Board of Education for approval.

The College uses the continuous quality improvement model to improve internal processes and the budget process is no exception. To improve transparency and participation in the budgeting process, the Budget Advisory Committee was created.

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Financial policies are posted on the OCCC website ([Board of Education-Financial policies](#)). OCCC adheres to Generally Accepted Accounting Principles (GAAP) that ensures timely and accurate financial information.

The budget process includes staff and faculty as well as the general public and budget committee members as outlined in 2.F.2.

OCCC posts on its website, past and current adopted budgets and recent financial audit for inspection by public ([OCCC Adopted Budget 2013-2014](#) and [OCCC Financial Audit 2011-2012](#)). A budget calendar also ensures the timely development of budget planning, development of the budget document, and input from constituents.

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

The Oregon Revised Statutes ([ORS chpt 261-304](#)) mandate a standard accounting system for all public agencies, including community colleges. This system uses generally accepted accounting principles as its foundation. Clatsop Community College adheres to [Generally Accepted Accounting Principles](#) (GAAP) for tracking and reporting, while the [National Association of College and University Business Officers](#) (NACUBO) guidelines are used for data input and reporting. The College implements these guidelines and standards through its Board Business policies [3.005](#)-Budget Preparation, [3.130](#)-Financial Reports and Statements, and [3.140](#)-Audits to ensure timely and accurate financial information. As a small community college with limited staffing, strong internal controls are in place to ensure appropriate segregating of duties, reporting integrity and protecting the College's assets. All financial data are entered into SeaNet. SeaNet has an integrated financial system developed and supported by Rogue Community College (RCC). The SeaNet system has been in use for more than three years. RCC is responsive to system issues and requested enhancements are prioritized for all partner colleges. The college contracts with ADP to provide automated payroll services.

The Vice President of Finance & Operations reports to the President and is responsible for business services, budget, finance, bookstore, computer services, and physical plant departments. The vice president works closely with the director of accounting to review and discuss monthly financial reports and an annual audit preparation.

The College's annual budget is developed and presented to the Board of Education throughout the spring—March, April, May, and June. The Board also receives monthly updates through the [financial report](#) presented by the Vice President, Finance and Operations, at board meetings. When appropriate, the financial updates to the Board may include reports on capital projects or recommendations from the Budget Advisory Committee.

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The budget process is timely and includes staff and faculty as well as the general public and budget committee members as outlined in 2.F.2. The Director of Finance and Business Operations provides the Board of Education and attending members of the public, a monthly review of OCCC's financial status during the monthly Board meeting. The minutes of the meeting are posted once approved by the Board of Education.

OCCC posts on its website, past and current adopted budgets and recent financial audit for inspection by public ([OCCC Adopted Budget 2013-2014](#) and [OCCC Financial Report 2012](#)). A budget calendar also ensures the timely development of budget planning, development of the budget document, and input from constituents.

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

Clatsop Community College's capital funds are acquired through a process involving the other 16 Oregon community colleges. All capital funds provided by the state require an equal amount of matching funds from the colleges. For example, if a community college is awarded \$5 million for a capital project, before ground is broken for construction, the college must match the state's \$5 million pledge with another \$5 million. The total cost of the construction project would be \$10 million. The Community College/Workforce Development (CCWD) agency commissioner works with the 17 community college presidents to put together a list of capital projects desired by the community colleges. Each college selects one project for their institution for inclusion on the list. The CCWD Commissioner presents this list to the legislature for their consideration and action. The Oregon Legislature meets in regular session every other year and passes a biennial budget for the community colleges. The capital construction list is considered during the regular legislative session. The legislature approves projects for funding when the state budget allows. During the 2011 session, no capital construction projects were approved. During the 2013 session all projects were approved with the caveat that the legislature would not consider any capital projects from the community colleges during the 2015 legislative session.

In 2008, Clatsop completed a comprehensive facilities master plan. Even though the college did not have Core Themes at that point in time, the facilities master plan indeed supports both the mission and core themes of the college. The master plan was composed of 4 phases—phases 1 & 2 were to demolish Fertig Hall, build Columbia Hall, and renovate Towler Hall. Phases 1 and 2 are complete-- with more than \$29 million invested in campus improvements. The construction projects included the demolition of Fertig Hall, construction of Columbia Hall, renovation of Towler Hall and major infrastructure work to improve campus disability access and upgrade utilities. Phase 3, the addition of a new Health & Wellness building was approved by the state legislature in 2013 for \$7.990 million. A request for proposal (RFP) for architect services and planning for the required match funding will be a priority in 2014.

Even though the capital project funding from the state does not include the total cost of ownership, the matching funds raised by the college will cover the cost of equipment and furnishings. The College is also responsible for covering maintenance and operations costs from its general fund budget.

Debt for capital construction is periodically reviewed, controlled and justified. The Board passed a [debt policy](#) which stipulates conservative financial practices in incurring and managing all debt. An example is the financing model for the Phase 1 & 2 projects. The project was financed in several ways: district voters approved \$5 million in general obligation bonds in 2009; an innovative New Market Tax

Credit (NMTC) financing provided more than \$10 million, and \$7.5 million in Full Faith & Credit Obligation providing the core funding to accomplish this significant redevelopment project.

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Capital construction budget reflect serving the local constituents in three geographic locations. Of major note is the passage of a \$24 M General Obligation facilities bond on May 18, 2004 enabling OCCC to construct campus facilities. The majority of construction was completed by Spring 2010. The State of Oregon also contributed \$7.5 M in matching capital construction funds to enhance the investment by Lincoln County residents.

Through the process, OCCC contracted with a professional construction management firm to continually monitor the budget and construction phase of the \$30 M project. The passage of this bond measure allowed OCCC a great investment in capital that did not draw away resources intended for educational purposes.

Once the redesign of the OCCC vision, mission (core themes) and values is completed, the Board of Education and stakeholders will pursue strategic planning of programs and facilities while ensuring.

[2.F.6] Clatsop Community College defines the financial relationship between its general operations and the College Bookstore, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The bookstore is accounted for in the Auxiliary Fund. Direct costs are expected to be covered by annual revenue; however the general fund provides administrative support for accounts payable, receivables, procurement, payroll, human resources, and computer services.

A small portion of the operation of the Maritime Sciences' vessel (Forerunner) is also accounted for in the Auxiliary Fund. Operation of the Forerunner is considered a hybrid-funded program because it is used for instruction and to generate revenue. The instructional outings are funded using operational funds from the instructional budget. Funding for the non-instructional outings is mainly generated through lease contracts with Oregon Health and Science University (OHSU) and the National Oceanic and Atmospheric Administration (NOAA) to perform research.

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OCCC manages the bookstore enterprise, known as Your College Store (YCS). The YCS is closely monitored fiscally and operationally throughout the year. Projected fiscal resources are integrated into the follow year's budget. Excess resources from this enterprise are transferred to general fund.

Excess resources generated from a lease agreement with a local government agency are also transferred to the general fund. No resources intended to support educational activities were allocated to developing this arrangement.

[2.F.7] Annually, in July, Clatsop Community College undergoes an external financial audit using professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the board.

The fiscal year in Oregon begin on July 1st and ends on June 30th. At the end of each fiscal year, external auditors visit the college in July and begin the audit process. The auditor for the year ending June 30, 2013 was [CliftonLarsonAllen](#) LLP. All funds are included in this audit.

The June 30, 2013 [financial statements](#) including findings and management letter recommendations were presented by CliftonLarsonAllen LLP to the Board of Education on January 14, 2013. The auditors were commended for their comprehensive presentations. Audit extensions were requested and granted the past three years with all filings being timely by March 31st of each year. Filing by December 31st is a goal for the FY14 financial statements.

CCC prepares a Comprehensive Annual Financial Report (CAFR) and is audited annually by authorized municipal accountants as required by [ORS 341.709](#). Clatsop has historically received the highest level of assurance, an unqualified opinion, although the [June 30, 2012 CAFR](#) was a qualified opinion on the financial statements due to the Foundation, a component unit, receiving a review rather than an audit.

The Clatsop Community College Foundation is a wholly separate 501(c) (3) organization. Although reviews were performed for the year ending 2012, an annual audit was performed for the year ending 2013 and an annual audit will be performed for the Foundation in all future years.

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The OCCC Board hires a firm of certified public accountants licensed in the State of Oregon to conduct an annual audit. Currently the auditors conduct an on-site audit twice a year and annually present to the board and the public their findings. OCCC adheres to generally accepted accounting principles (GAAP) which the annual audit confirms compliance ([OCCC Financial Report 2012](#)).

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

The [Clatsop Community College Foundation](#) (CCC Foundation) is a 501(c) (3) nonprofit, community based organization, established in 1960, with the purpose of creating resources to support higher education within Clatsop County. The Foundation is managed by a volunteer [board of directors](#) that is charged with generating funds, maximizing investment opportunities, and expanding resources. Several board members have financial management expertise and the treasurer is a CPA. The CCC President and a CCC board representative serve as ex officio members. The CCC Foundation seeks funding for essential areas including scholarships and programs, cultural and performing arts events, buildings and equipment, and unrestricted support to meet the College's highest current needs.

The CCC Foundation conducts a range of fundraising activities including direct mail annual fund campaigns, online giving opportunities through PayPal, special events, an employee giving campaign and grant writing at the request of the college. The CCC Foundation also accepts bequests, gifts of stock and gifts of real estate.

CCC Foundation activities comply with federal and state requirements, and fundraising solicitations also meet BBB standards. The Foundation operates in conformance with adopted bylaws and policies that are periodically reviewed by the Foundation board and which include a conflict of interest policy. An independent auditor has conducted a review or [audit](#) of the financial statements annually. From 2013/2014 forward an independent audit will be conducted. The executive committee and the investment committee meet with the auditor and review the document. The final document is reviewed by the full board and the results are shared with the college for reporting purposes.

CCC Foundation executive director is provided by the college through the Director of Advancement. This position is subject to all college policies and procedures. The executive director has a law degree and more than 20 years of non-profit management experience. Bookkeeping has been provided by the College's Director of Accounting Services and will transition to an independent CPA beginning in July 2013. The CCC Foundation board meets quarterly. In addition committees meet the month following the board meeting, and the executive committee, composed of officers, meets the month preceding the board meeting. Committees provide oversight and help conduct Foundation activities. Recommendations for action are reviewed by the executive committee and forwarded to the full board.

The CCC Foundation and the College operate in conformance with written agreements that define roles and responsibilities. The CCC Foundation and the College periodically review and amend the agreements that govern their relationship.

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The OCCC Foundation, a separate 501(c) 3 organization, provides financial support for student scholarships and college programs.

The OCCC Foundation Board of Directors adopted a Statement of Principles of Stewardship in December 2004. This document defines the ethical responsibility of OCCC Foundation Board members in their role as trustees of the financial funds of the Foundation. The Foundation Director maintains membership with the Willamette Valley Development Officers (WVDO). Other documents that define the Foundation's role regarding financial management include an Investment Policy, adopted July 2004 and a Gift Acceptance Policy revised and adopted July 2010 ([OCCC Foundation-Principles](#)).

The governance of the OCCC Foundation expresses that Board members believe in the vision and mission of OCCC and that undesignated funds will be used to address the greatest needs of the institution.

Foundation operations abide by FERPA rules and Internal Revenue Service regulations. A separate yearly Foundation audit is conducted in conjunction with OCCC audit. The Foundation pays for its portion of the audit. Though OCCC does not have a formal written agreement with the Foundation that defines its financial audit relationship, the Foundation Board pays for its portion of the annual audit.

Standard 2.G Physical and Technological Infrastructure

Physical Facilities

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

In support of its missions and goals, Clatsop Community College moves forward and maintains a physical plant consistent with its [master plan](#)--first developed in 1996 and updated in 2006 thru 2008. The CCC Master Plan supports the College's [mission](#) of building "an educational community that provides open access to quality learning opportunities that prepare the people of our region for productive participation in civic, cultural, social, and economic life." The College's master plan also supports the College's [Core Themes](#). The Facilities Department at the college maintains a pleasant, safe, ADA-accessible, service-oriented atmosphere. The Facilities Department consists of Maintenance, Grounds, and Custodial sections.

The College consists of three separate campuses—[Main](#), [Marine and Environmental Research Training Station \(MERTS\)](#), and [South County](#). The buildings on each campus are constantly evaluated to extend the usefulness of the buildings, equipment, and furnishings. The Facilities Department accepts requisitions for repair through telephones, and an email work order system.

The College is committed to improve instructional delivery, provide full accessibility to all campus users, and create and maintain a cooperative learning and working environment for students, faculty and staff. This progress is evident through the new construction and renovation projects completed up to this point in time.

In 1996, development of the MERTS campus commenced. Phase I was the construction of the [Maritime Science Center](#) (MSC) which, at 13,600 square feet, replaced the former leased space used at the Astoria Yacht Club. MSC houses the college maritime programs and works in conjunction with our floating classroom, the college owned and operated boat, a 50' vessel known as the Forerunner. In 1998 phase II of the MERTS construction was completed which built the [Industrial Manufacturing Technology Center](#), or IMTC. IMTC consists of 30,000 square feet to house the career technical programs including auto cad drafting, metal fabrication and welding, and automotive. In 2002, Phase III of the MERTS campus was complete. This phase included construction of the [Living Machine](#) Wastewater Treatment Plant where a 2700 square foot specially designed greenhouse which treats all wastewater created in the MERTS campus through a natural process. The Living Machine also includes a research training area that allows for future wastewater treatment research studies, wetland studies or other activities. In 2003, Phase IV of the MERTS campus was completed with the construction of the [Fire Response & Research Center \(FFRC\)](#). The construction of two new buildings included a dedicated classroom and support space that works in conjunction with a new fire training tower to provide for maritime firefighting training as well as training for local firefighters.

In 2004, the College moved operations in Seaside from a shared modular building located at the local high school into a 4000 square foot leased facility designed and built for the classroom space. This is a new fully accessible [South County center](#).

The college master plan update in 2006 thru 2008 focused on the need to rebuild the main campus location in Astoria. This campus consisted of seven academic and student support buildings built in the early 1900's to the late 1960's. In 2007, the College's former welding facility built in 1962 was totally renovated and refit to house a new 6,000 square foot Student Services Center. This renovation brought together student service functions that were scattered throughout the main campus. The building received a full seismic upgrade, new infrastructure support systems, and a complete redesign and renovation.

The 2006 – 2008 master planning update became known as the Jerome Avenue Campus Redevelopment Plan or JCRP. In 2008, the College broke ground for Phase I of the JCRP master plan build out of the main campus with the demolition of Fertig Hall. This building was demolished to make way for construction of a new academic building (Columbia Hall). Columbia Hall is 41,000 square feet and was dedicated in January 2010. It houses science labs, program support space, Medical Assistant and Nursing programs, general classrooms, meeting space, tutoring labs, college cafe, bookstore, student government offices, public meeting rooms, student commons, and faculty office space. All areas in the building are ADA-accessible and the classrooms, labs, and meeting spaces are equipped with up-to-date technology.

Phase II of the JCRP Project started in 2009 beginning with an extensive renovation of Towler Hall, originally built in 1909. (This building was rededicated to Emmett Towler in 2010.) The complete renovation consisted of bringing the building up to current seismic and structural standards and replacing the building's infrastructure and support systems. The classrooms, computer labs, meeting spaces, and common areas were equipped with up-to-date technology upgrades and made ADA-accessible. During Phase II there were also renovations to the Badollet Library and Art Center buildings. The Badollet Library, originally built in 1965, renovation included replacing the roof, upgrading the lighting and HVAC systems and controls, renovating the public restrooms, and adding an administration wing in the lower level of the building. The Art Center, built in 1979, received a new roof, lighting and HVAC system and controls update, public restroom renovation, and main gallery glazing. Patriot and Alder halls received minimum upgrades to extend usefulness for an additional 10 years. In the master plan, these two buildings are projected to be replaced.

Clatsop Community College received additional state funds (\$2,000,000) in 2009, through the Go Oregon incentive program, to stimulate the local economy. These funds allowed continued improvements on the main campus which were guided by the College's master plan.

Phase III of the college master plan was initiated by the Oregon Legislature in 2013-14 when the Oregon Legislature approved the Health and Wellness center construction project on the main campus for the college. With a State appropriation of \$7,999,000 and a matching college contribution of approximately \$1,000,000, the College is now evaluating site options and sources for obtaining the remaining required matched funds. Phase III calls for demolition of Patriot Hall thus allowing further development of the campus core. The Health and Wellness Center is designated to be built on the site currently occupied by Alder Hall which would require removal of that building as well. This is the beginning of a six year process which is also a good indicator of the forward momentum established at Clatsop Community College to maintain an ADA-accessible, safe, and secure environment that supports the College's mission, core themes, strategic plan, programs, and services.

The Facilities Department is responsible for the overall security and safety of all college campuses. Facilities plays a big role in executing campus fire drills, maintaining MSDS sheets, coordinating disposal of hazard waste, and implementing the integrated pest management program.

The College uses a software system to provide alerts via email, text, or voice mail to the employees and students for emergency situations and other situations that affect college operations—i.e. power outages and inclement weather.

The College is currently building an incident management response team that is trained in the National Incident Management System (NIMS). The Vice President of Finance and Operations and the Vice President of Academic and Student Affairs are both trained on ICS- 100,-200, -300, -400, -700, and -800. The College is part of the [Clatsop County Natural Hazard Mitigation Plan](#) and is working towards becoming a disaster-resilient college. The College partners with the Clatsop County Emergency Management department to offer emergency management courses on campus. The Regional Emergency Operations Center is at Camp Rilea, but the College is working with all community partners to locate an alternate emergency operation center at the college.

The College's safety committee meets regularly to review incident reports and reported safety issues and concerns. The safety committee is composed of representatives from across campus.

Oregon Coast Community College

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 5 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 unique Career and Technical Education program. The building is equipped with an animal holding laboratory, a teaching lab, a food prep area and the water quality/animal health lab. Infrastructure allows for the storage and circulation water of different salinity and temperature. These features support student learning by enabling a wide array of fishes and invertebrates to be raised by students.

The North campus encompasses 25,025 sq ft and has undeveloped property for future expansion. This property is strategically situated near Taft High School. This location supports a considerable enrollment of Taft students in OCCC courses at North campus.

The South campus (Waldport) is adjacent to Waldport High, and Crestview School (Elementary and Middle School). The building is 4,200 sq ft. This property also has capacity for expansion of the building and parking. The South facility supports the local community by housing programs in Allied Health (Emergency Medical Technician, Medical Assistant and Certified Nursing Assistant).

Each campus facility was engineered and constructed to Leadership in Energy and Environmental Design (LEED) Silver standards by meeting energy efficiency and indoor air quality criteria.

[2.G.2] Clatsop Community College adopts, publishes, reviews regularly, and adheres to hazardous material spills procedures and a [Chemical Hygiene plan](#) regarding the safe use, storage, and disposal of hazardous toxic materials. Material Safety Data Sheets can be found in the area where hazardous materials are stored and used, as required by OSHA regulations. The areas on campus where hazardous materials can be found are the science and art areas (chemicals and reactive metals), facility

maintenance (paint, solvents, fertilizers), and the health science areas (blood spills and needles). The Director of Facilities oversees the hazardous material program at CCC and is trained to handle, store, and transport hazardous materials. The Science Storeroom Technician, Medical Assistant instructor, and Nursing program director are trained to handle, store, and dispose of hazardous materials. The College complies with all federal (OSHA) and state (OR-OSHA) laws. The Director of Facilities is trained in and supervises the College's integrated pest management program.

Oregon Coast Community College

Board of Education policy establishes that OCCC will comply with local, state and federal regulations to create a healthy and safe environment ([Board of Education-Policy 742](#)).

The facilities director manages the posting of Materials Safety Data Sheets (MSDS) and adherence to Occupational, Safety and Health Administration (OSHA) regulations. OSHA posters are posted in prominent locations such as mailroom, staff lounge and photocopy rooms.

The safety committee strives to identify any deficiencies associated with hazardous or toxic materials or other safety issues. 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.

As policies are approved, future review dates will be part of the document. As hazardous new compounds are identified, policies will be reviewed and modified as appropriate. 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](#)).

[2.G.3] Clatsop Community College develops, implements, and regularly reviews a [master plan](#) for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans. Clatsop Community College's current master plan focuses on the Main campus, but earlier master plans have focused on the Marine Education and Research Training Station (MERTS) campus as well. The current master plan was created in 2008 and contains recommendations for 20 years. During the 2013 Oregon Legislative Session, Clatsop Community College was granted \$7,995,000 in capital construction funds to build a Health and Wellness Center. College administration and the Board of Education reviewed the College's master plan in 2013 to help tie the facilities master plan with the College's long-range educational plans. The Board of Education must approve the master plan before it is published.

The master plans guide capital construction requests to the legislature and the plans ensure that each building to be built furthers the College's [mission](#), vision, values, and [core themes](#). Design considerations for each building include educational compatibility, operational sustainability, Leadership in Energy & Environmental Design (LEED) standards, ADA accessibility, and historic preservation. The College is committed to building structures that advance the College's educational programs, mission, and core themes. The principles of building construction align with energy conservation, resource efficiency, maximizing instructional areas, and technological currency culminating in at least a 50 year life expectancy. The buildings at the MERTS campus were the first buildings to adhere to the silver LEED standards. Columbia Hall was the second building on campus to adhere to silver LEED standards. The College also has a campus wide recycling program.

Oregon Coast Community College

There is a need for OCCC to update the original facility master plan as developed by gLAs Architects in 2004. This planning process would be guided by the OCCC vision, mission, core themes, Board of Education as well as campus stakeholders, community members, and design professionals.

The facility master planning would take place after the current review of the OCCC vision, mission (core themes), and values are determined and approved by the Board of Education. Upon completion of a concept, the committee would present the document to the Board of Education for approve, modification or rejection. Review of the master plan would subsequently occur at regular intervals as the college and local needs change.

[2.G.4] Clatsop Community College provides and maintains sufficient quantities and quality pieces of equipment that is managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of foals or intended outcomes of its programs and services. End users and subject matter experts are consulted before new equipment is purchased to ensure the equipment is suitable for the proposed use.

During the 2011-12 academic year, the College experienced a fiscal emergency, having to lay off faculty and staff midyear to eliminate a \$1.1 million budget shortfall. Purchasing equipment with general fund dollars was minimal during 2011-12 and 2012-13. Grants, the technology fee, and the CCC Foundation also fund information technology. The College is participating in the statewide [CASE grant](#) and this grant purchased equipment to enhance college instructional programs. Faculty and staff identify equipment needs in transfer and CTE programs. CTE program advisory committees also provide input into equipment needs. The end users specify the instructional requirements for requested equipment and the technical experts in the information technology purchase the equipment. All equipment requests are part of the college-wide budgeting process.

The Facilities Department coordinates maintenance and repair of college equipment. The Information Technology department is responsible for maintenance, support, and control of all the computer equipment, network infrastructure, and telecommunications equipment owned by the college. The Information Technology department schedules updates, equipment replacement, and user technical support. The College's Business office manages all equipment and physical assets of the college.

Oregon Coast Community College

The College has a minimal facilities staff but maintains a physical environment and level of service conducive to student learning and college operations.

Classrooms are maintained in a physical condition that contributes to mission fulfillment thorough creating a positive learning environment for students. An adequate number of chairs and tables are present in each of the classrooms to accommodate enrolled students. Classroom lectern computers were enhanced to 4 GB RAM capacity and each projection system is fully functional.

Each OCCC facility requires the periodic hiring of trained technicians to conduct preventative maintenance or troubleshooting on emergency generators, backflow prevention devices, fire alarm systems and detectors, and fire sprinkler equipment, heating, ventilation and air conditioning (HVAC) equipment, nurse call system, and air conditioning system (CRAC) that cools the dedicated computer server rooms. Local contractors are employed when electrical and larger plumbing issues occur.

OCCC facilities are equipped with numerous exterior and indoor safety and security features as described in 2.D.2. After-hour security, lockup and emergency response services are contracted with a local security provider.

When service businesses are contracted to maintain specialized equipment, provide custodial services, or perform landscape/grounds maintenance, these arrangements are monitored and directed by the Facilities Director. Most initial service contracts are written for a two year period with annual extensions for up to 5 years.

AED units and first aid kits are also readily available in different locations at each campus in the event of a medical emergency.

Technological Infrastructure

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

Computer Services staffing at Clatsop Community College underwent dramatic changes over the past several years due to budget cuts, but staff became more efficient at managing resources. There are currently four people managing all computer resources for the college: the Computer Services Director, a Systems Administrator, a PC Support Technician, and a Computer Lab Support Technician.

The Computer Services Director, in addition to performing the traditional functions of managing budgets and personnel, planning and forecasting and acting a liaison to all other campus departments, also acts in the role of Network Administrator. The Database Administrator, in addition to managing all college database systems, also acts in the role of Webmaster, as well as performing some systems administration. The PC Support Technician is responsible for the installation, maintenance and upgrades of all PC's on all campuses. The Lab Support Technician maintains the functionality of all student labs, supervises all student work-study lab monitors, and works with faculty to train them on the use of campus technology and provide solutions to their technology-related problems.

CCC has a 1GB metropolitan area network (MAN) connecting the main campus with the MERTS campus in Astoria. A 100MB/Sec MAN connects the main campus in Astoria with the South County Center in Seaside. Separate virtual local area networks (VLANs) separate staff and student data, and carry 100MB/sec to all desktop computers on all campuses. Wireless access is available in all interior spaces on all campuses, as well as many outdoor areas and is widely used. A new wireless system was installed in the summer of 2012, providing much higher bandwidth, as well as the ability to separate staff, student and public traffic on the wireless network.

The College reduced the number of physical servers running in the datacenter from 39 to the current number of 8. CCC's data center uses 3 Cisco enterprise servers to host our virtual infrastructure, running a Windows 2008 network, consisting of 36 virtual Windows servers. In addition, the College hosts its own website, and runs a Macintosh OS X server for use in our graphics arts classes. The storage area network (SAN) is sized to allow for growth as demand for computing resources increases.

In addition to the server resources, CCC maintains in excess of 500 desktop and laptop computers for use in student labs, kiosks, classrooms and staff/faculty offices. Campus computers all

run either Windows 7 Enterprise, or OS X version 10.6 or higher. Most classrooms are outfitted with a computer and a ceiling mounted projector, which allow for presentation of teaching materials, internet access, and the ability to play DVD's or streaming media. This drastically reduced the need for media services to deliver technology resources throughout campus.

All full-time employees have a computer and part-time staff has shared access to a computer. For most employees, the college purchases HP computers with at least 2 gigabyte RAM capacity. Some employees who work with graphics have Macintosh instead. The College also purchases iPads for senior administrators and Information Technology supports these as well. There are several leased, networked, multi-function devices located throughout the campus for employees to use for printing, copying, and scanning needs. Every full-time employee has access to an h: drive for data storage. Files saved on the h: drive are automatically backed up on a regular schedule. The College has back-up batteries to keep the infrastructure functioning for approximately 4 hours during a power outage.

Students at CCC have a variety of computer resources available to them: graphic design computer lab, open computer labs, writing computer lab, CADD computer lab, laptops for checkout at the library, and business computer lab. The graphic design, CADD, writing, and business computer labs have software specifically requested by faculty for instruction. The Information Technology department also supports the software and hardware used in the Nursing simulation laboratory. The nursing department has a high fidelity simulation laboratory for training students. The CADD computer lab also contains a 3D printer.

CCC provides a variety of software for instructional and administrative use to support our mission and core themes. The College utilizes RogueNet, written and supported by Rogue Community College, as its student information system. The CCC system is named SeaNet and it houses all student and college financial data. Students can interface with the system via the web portal, myCCC. myCCC allows for secure access to services such as registration, financial aid notifications and grade entry, for both students and faculty. Additionally, students all have access to secure network storage, email and collaboration tools.

The telephone system at CCC is a Panasonic hybrid system, housing both voice over IP (VoIP) telephones and analog telephones. Analog sets are only used for credit card machines. This system replaces four separate phone systems--each campus had its own system--with a single telephone system, thus improving inter-campus communication and saving over \$25,000 annually in telephone leased line costs. In addition, the College uses a Panasonic voicemail system with automated attendant functions to improve call routing and provide better service to students. The system allows for lookup of staff and faculty extensions and provides unified messaging. Unified messaging sends voicemail messages to the staff members' email accounts, allowing them to check voice mail messages wherever an internet connection is available.

Oregon Coast Community College

OCCC provides a wide range of technology resources that align with the mission, core themes and goals by supporting overall college operations as well as the academic needs of faculty and students. College facilities are less than five years old and the infrastructure was designed with adequate capacity for anticipated growth and longevity.

Technology resources include linking together of all facilities to Central campus by 100mb fiber, five (5) dedicated Windows servers to facilitate SharkNet, seven (7) Linux servers (backup, file and Postfix mail servers). All servers and network are a 1 gb backbone connection. Many of OCCC's

technology systems have moved to cloud-based computing. OCCC's Network Administrator/Information Technology Director provides support for office computers, learning laboratory computers, and lectern computer stations. Currently OCCC supports a total of 263 computers for students, the public, faculty and staff and 23 lectern systems for instruction.

Other technology resources include complete Wi-Fi coverage at each facility, voice over IP phone system, and IP videoconferencing units (Life Size) to support instruction and administrative needs. The Small Business Development Center supports the contracted hosting agreement with Ed-2-Go for individuals that have interest in non-credit, business-related instruction.

Oregon State University's open source lab hosts and provides support for OCCC's web site and learning management system (Moodle). OCCC's web administration is managed principally by the Library Director and OCCC staff members that are authorized and trained web editors. The OCCC website has grown in size and scope to an important communication resource that in the future may require additional support staff.

The physical plant utilizes a Building Automation Controls (BAC) program to monitor and adjust facility settings either remotely or when on-site.

[2.G.6] The College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. The Information Technology department offers one-on-one instruction for all employees as well as one-on-one troubleshooting for employees with who experience computer issues. Training and support for students, faculty and staff in the effective use of technology is provided by a combination of Computer Services, Media Services, Distance Learning, and Library staff.

Students have help available to them in how to use the Blackboard system for online and enhanced classes, how to log in to and use network resources, and information literacy. The distance learning staff provides help with Blackboard. Computer Services hires work-study students as lab monitors to provide help for students with network resource issues and library staff teach students how to use information resources.

Computer Services provides a number of training resources to staff and faculty on how to use various systems. Training is provided in a variety of ways, from one on one training to video and written tutorials to interactive classes, depending on the system in question and the number needing assistance.

Oregon Coast Community College

The integration of new technology and technological systems as well as the presence of new faculty and staff members necessitates providing instruction and support on a consistent and almost continuous basis. When OCCC committed to using Moodle as the distance learning platform, an outside trainer was hired to provide group and individualized training to early adopters of the new technology. Similarly, the investment in lectern systems in all classrooms necessitates training when new faculty members are hired.

Current technology users, Library and Media Services staff, and the Network Administrator/Information Technology personnel collectively train and support new faculty.

Training in the use of IP video technology has been supported by current users as well as Library and Media Services personnel. As this technology resources increases in use and scope, additional training with new users is recommended.

[2.G.7] Technological infrastructure planning at Clatsop Community College provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

The Clatsop Community College technology committee meets at least quarterly to review technology issues and projects as well as plans for future expenditures and initiatives. The committee consists of representatives from all areas of the college: faculty, classified staff, exempt staff, and the computer services director.

All technology initiatives and expenditures are reviewed and prioritized by the committee. The committee also approves a rolling three year technology expenditure plan which looks at current and future expenditures of technology funds.

Oregon Coast Community College

With input from department directors, OCCC's new facilities provided faculty and staff with a solid technology infrastructure in classrooms and throughout each of the four facilities. Recently OCCC partnered with the OCCC Foundation to replace 25 aged computers in the computer lab and at public stations. Similarly, input from the executive team and instructional staff led to the investment of a lectern/pole vault projection system in a renovated classroom and upgrading of RAM capability of all lectern computer hard drives. Software updating also follows the pattern of receiving input and review of the proposal.

As technology progresses, OCCC will need to generate and allocate resources to remain technologically current. A review of Information Technology capacity and resources at OCCC is underway.

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

Clatsop Community College uses dedicated technology monies, funded by a per-credit technology fee, to purchase most technology equipment. Desktop computers are replaced on a four year cycle, with faculty and certain staff members given the choice of a desktop or laptop computer. Network switching equipment is replaced on a rolling five year schedule.

Major infrastructure components, including virtualization hosts and storage area network equipment, are monitored to ensure that they meet current network needs and allow for future growth. When major upgrades to that system are necessary, leasing is the preferred method, as a capital equipment replacement fund does not exist.

Oregon Coast Community College

Strategic planning for OCCC's technology infrastructure has been limited. The convening of a technology committee to assess future capacity and technology needs was short lived. Combining input from internal IT/Network Administration staff and outside consultants would benefit OCCC operations, students and faculty, and mission fulfillment through establishing long term planning for technological

infrastructure. A cost/benefit analysis and discussions about enhancing staffing level in the information technology function of OCCC is underway.

Conclusion

Mission and Core Themes: This report provides an overview of Clatsop Community College and summarizes its journey through the new Accreditations Standards and Processes. The College's Year One report reflects countless hours of the college community coming together to determine our mission and core themes. College employees and community members are very passionate about the college and the role it plays in our community. Employees discussed and debated assessment measures, trying to find the right fit to really measure how well the college does its job and serves its community. Mission and Core Theme statements are living statements that change according to the environment to ensure the college consistently meets the needs of its community. The Clatsop Community College Board of Education adopted the Mission and Core Themes 2012.

Resources and Capacity: The College went through many changes in Year 2 that shook the College to its core. The College's structure was reorganized, educational programs were suspended, and faculty, administrators, and classified personnel were laid off. Through it all, the college community still rallied around the College's mission and provided services to students. We continued to admit students and offer the same high quality programs that were offered before 2012. We continued to help students be successful and graduate with certificates and degrees. We also helped students find jobs in their fields. The College continued to fulfill its mission through the adversity. Although the state appropriations to the college hit a historic low for the 2012-13 academic year (\$971,000), college employees took on more and created more efficient and effective ways to perform processes and procedures. Continuous quality improvement became a way of life as every process, procedure, position, and budget item was analyzed for necessity and contribution to the mission and core themes of the College. Sometimes it takes a jolt to create action to create a more efficient and effective system. This is the reality at CCC.

The process for creating the Standard 2 report involved as many employees as possible. The Accreditation Steering Committee (ACS) started meeting during the summer to begin answering the standards. The ACS had representatives from as diverse a group as possible—especially those with expertise in the various sections of Standard 2. Each individual in the group agreed to write a portion of the responses which would then be compiled into one document. All of the College's faculty members and deans were engaged in writing responses for the sections on Academic Freedom and Undergraduate Programs. Faculty members spent hours discussing and debating how to appropriately respond to the standards. The group effort culminated with the Vice President for Academic and Student Affairs compiling the sections into a coherent document. The College's Institutional Researcher contributed data, history, and much writing to the final document.

The Future: The College Administration and Board of Education made necessary changes to ensure the fiscal sustainability of the college during the economic crisis. The board also adopted a mission statement, core themes, and a strategic plan last year. This is a huge step forward for the college. These objectives, achievement targets, and indicators allow the College to set priorities and provide a framework for assessment and planning. This framework will keep the college moving forward in assessment and planning activities as these are the foundation for standards three and four. Good omens include slightly increased state appropriations leading to stable college finances and personnel and increased opportunities through legislative and federal actions. This year's state appropriations for the college are up to \$1.6 million from \$971,000 last year. This is good news as

employees will receive cost of living adjustments and step increases as promised in their contracts. This improves employee morale and helps the college move forward. The Maritime Science program received "Training Ship" status from the US Coast Guard and this should attract more students to our program. Legislative actions encouraged the College to increase the dual credit course offerings to high school students. This will give students a head start to earning college credits and encourage them to come to the college to earn a degree. This is important in a rural area such as ours where higher education is not the foremost topic on everyone's minds. The college atmosphere is positive with everyone wanting to move forward and to continue to meet the needs of our community. This positive atmosphere gives us reason to be optimistic about our ability to continue to fulfill our Mission and accomplish our Core Theme objectives. As the College continues this accreditation journey through year 5 and onto year 7, we realize that this is a learning opportunity for everyone. Clatsop is up for the challenges that lie ahead and experiencing the full accreditation cycle.

Year Three Supporting Documentation Table

Location	Link to Document
Preface	<p>Organizational Charts http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational Chart-College.docx</p> <p>http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational%20Chart-%20Dean%20of%20Students-Enrollment%20Management.docx</p> <p>http://www.clatsopcc.edu/sites/default/files/file/Accreditation/organizational%20chart-%20Dean%20of%20Workforce%20Ed%20and%20Training.docx</p> <p>http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational%20Chart-%20Grant%20Programs.docx</p> <p>http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational%20Chart-%20VP%20Finance%20and%20Operations.docx</p> <p>http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational%20Chart-%20VPASA.docx</p>
	<p>Career Pathways Certificate- Welding http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Welding%20Career%20Pathway%20Certificate.docx</p>
	<p>Career Pathways Certificate-Business Professional http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Business%20Professional%20Career%20Pathway.docx</p>
	<p>Career Pathways Certificate- Accounting for Business Management http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Career%20Pathway-%20accounting%20for%20business%20management.docx</p>
	<p>Career Pathways Certificate- Entrepreneurship http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Career%20Pathway%20Entrepreneurship.docx</p>
	<p>Career Pathways Certificate- Communication for Business http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Career%20Pathway-%20communication%20in%20business.docx</p>
	<p>Career Pathways Certificate- Entry Level Accounting Clerk http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Career%20Pathway%20Entry%20level%20Accounting%20Clerk%20%20catalog%20page%2036.docx</p>
	<p>Career Pathways Certificate- Historic Preservation and Restoration http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Career%20Pathway%20Historic%20Preservation%20and%20Restoration.docx</p>
	<p>How to Contribute to the Strategic Plan at Clatsop Community College by October 28 http://www.clatsopcc.edu/sites/default/files/file/Accreditation/How%20to%20Contribute%20to%20the%20Strategic%20Plan%20at%20Clatsop%20Community%20College%20by%20Oct%2028.docx</p>
	<p>Website Strategic Planning Survey http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Website%20Strategic</p>

	%20Planning%20Survey.docx
	Clatsop Community College Strategic Plan Staff Meeting 4-27-2012 http://www.clatsopcc.edu/sites/default/files/file/Accreditation/CCC%20Strategic%20Planning%20Staff%20Meeting%204-27-12.pptx
	Clicker results http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Clicker%20results.docx
	Clatsop Community College Core Themes Draft for June Board Workshop http://www.clatsopcc.edu/sites/default/files/file/Accreditation/CCC%20Core%20Themes%20and%20Strategic%20Indicators%20Board%20Appd%207-10-12%20rev%20by%20Gill.docx
	Draft Clatsop Community College Goals with Indicators for June Board Workshop Approved 7-10-2012 http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Draft%20CCC%20Strategic%20Goals%20with%20Indicators%20for%20June%20Board%20workshop.docx
	CCC Core Themes and Strategic Indicators Board Appd 7-10-12 http://www.clatsopcc.edu/sites/default/files/file/Accreditation/CCC%20Core%20Themes%20and%20Strategic%20Indicators%20Board%20Appd%207-10-12%20rev%20by%20Gill.docx
	College Council http://www.clatsopcc.edu/sites/default/files/file/Accreditation/College%20Council%20Charter%20rev%2010-2012.pdf
	2013-2017 Strategic Plan May 21, 2013 https://www.clatsopcc.edu/sites/default/files/file/strategic/2013-2017%20Strategic%20Plan%20May%209%202013.pdf
	2013-14 Budget Development and Strategic Planning http://www.clatsopcc.edu/sites/default/files/file/Accreditation/2013-14%20Budget%20Development%20and%20Strategic%20Planning.pptx
	Clatsop Community College Strategic Plan https://www.clatsopcc.edu/sites/default/files/file/strategic/2013-2017%20Strategic%20Plan%20May%209%202013.pdf
	Educational Assessment Plans http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Educational%20Assessment%20examples.docx
	Discipline Strategic Plans http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Strategic%20Planning%20Examples.docx
	Program Evaluation Process and Procedure http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Program%20Evaluation%20Framework.docx
Chapter 2- Eligibility Requirement 4	ORS Chapter 341 http://www.oregonlaws.org/ors/chapter/341
	Community Colleges/Workforce Development Agency http://www.oregon.gov/ccwd/Pages/index.aspx
	Clatsop Community College (CCC) Board of Education

	https://www.clatsopcc.edu/about-ccc/board-directors
	Oregon Higher Education Coordinating Commission http://education.oregon.gov/Pages/Higher-Ed-Coordinating-Commission.aspx
Eligibility Requirement 5	College Values https://www.clatsopcc.edu/about-ccc/mission-vision-values/core-values
	OAR 589 Division 10 http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_589/589_tofc.html
	Board Policy 1.001 https://www.clatsopcc.edu/sites/default/files/file/policies/1%20001%20Non-Discrimination%202nd%20Read.pdf
Eligibility Requirement 6	ORS Chapter 261-304 https://www.oregonlegislature.gov/bills_laws/Pages/ORS.aspx
	Board Policy 1.305 https://www.clatsopcc.edu/sites/default/files/file/policies/1_305%20Board%20Ethics.pdf
	Board Policy 4.905 https://www.clatsopcc.edu/sites/default/files/file/policies/4_905%20Staff%20Ethics.pdf
	Board Policy 4.910 https://www.clatsopcc.edu/sites/default/files/file/policies/4_910%20Staff%20Conflict%20of%20Interest.pdf
Eligibility Requirement 7	CCC Board of Education https://www.clatsopcc.edu/about-ccc/board-directors
	Oregon Revised Statutes https://www.oregonlegislature.gov/bills_laws/Pages/ORS.aspx
	Board Policy 1.015 http://www.clatsopcc.edu/sites/default/files/file/Accreditation/1_015%20Board%20Member%20Qualifications.pdf
	Mission https://www.clatsopcc.edu/about-ccc/mission-vision-values/mission-statement
	Strategic Goals https://www.clatsopcc.edu/about-ccc/strategic-planning
	Core Themes https://www.clatsopcc.edu/about-ccc/strategic-planning
Eligibility Requirement 9	College Organizational Charts http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational Chart-College.docx http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational%20Chart-%20Dean%20of%20Students-Enrollment%20Management.docx http://www.clatsopcc.edu/sites/default/files/file/Accreditation/organizational%20char

	t-%20Dean%20of%20Workforce%20Ed%20and%20Training.docx http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational%20Chart-%20Grant%20Programs.docx http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational%20Chart-%20Transfer%20Ed%2C%20ABE%20and%20IR.docx http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational%20Chart-%20VP%20Finance%20and%20Operations.docx http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational%20Chart-%20VPASA.docx
	College Recruitment Policy https://www.clatsopcc.edu/sites/default/files/file/policies/4_010%20General%20Personnel%20Policies.pdf
	Annual Evaluation Policy https://www.clatsopcc.edu/sites/default/files/file/policies/4_405%20Performance%20Appraisal%20Evaluation.pdf
Eligibility Requirement 10	CCC Catalog https://www.clatsopcc.edu/sites/default/files/file/CCC_2013-14_Catalog.pdf
Eligibility Requirement 11	AAOT, ASOT-Business: JBAC Standards http://ous.edu/sites/default/files/state_board/meeting/dockets/ddoc100107-AAOT.pdf http://www.ous.edu/sites/default/files/state_board/jbac/files/ASOT-Bus.pdf
	Oregon State Board of Nursing Accreditation Standards for Associate Degree Nursing Programs http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Nursing%20OSBN%20accreditation%20standards.pdf
	American Welding Standards for Welding Certificate Programs http://www.aws.org/certification/CWE/qc5-91.pdf
	Coast Guard Standards for Maritime Courses http://www.uscg.mil/nmc/
	NaTEF Standards for Automotive Programs http://www.natef.org/Achieving-Accreditation/Program-Standards.aspx
	Adult Basic Skills https://www.clatsopcc.edu/academics/academic-departments/foundation-skills-institute/adult-basic-skills
	CCC requirements for AAOT https://www.clatsopcc.edu/academics/degrees-certificates/associate-arts-oregon-transfer-degree-aaot
	CCC requirements for ASOT- Business https://www.clatsopcc.edu/academics/degrees-certificates/associate-science-oregon-transfer-degree-business-asot-business
	CCC requirements for AGS https://www.clatsopcc.edu/academics/degrees-certificates/associate-general-studies-

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	Requirements for AAS Vessel Operations https://www.clatsopcc.edu/sites/default/files/file/2013-2014%20Catalog%20Pages/Vessel%20Operations%202013-2014.pdf
	Requirements for AAS Fire Science https://www.clatsopcc.edu/programs/all-academic-programs/fire-science
	Requirements for AAS Automotive https://www.clatsopcc.edu/programs/all-academic-programs/automotive-technician
	Requirements for AAS Accounting Technician https://www.clatsopcc.edu/programs/all-academic-programs/accounting-technician
	Requirements for AAS Business Management https://www.clatsopcc.edu/programs/all-academic-programs/business-management
	Requirements for AAS Early Childhood Education https://www.clatsopcc.edu/programs/all-academic-programs/early-childhood-education
	Requirements for AAS Historic Preservation and Restoration https://www.clatsopcc.edu/programs/all-academic-programs/historic-preservation-restoration
	Requirements for AAS Nursing https://www.clatsopcc.edu/academics/academic-departments/health-occupations/nursing
	Joint Boards Articulation Committee http://www.ous.edu/state_board/jointb/jbac
	CCC AAOT distribution Requirements (catalog pp. 23 – 24) https://www.clatsopcc.edu/sites/default/files/file/CCC_2013-14_Catalog.pdf
Eligibility Requirement 13	Library Website http://lrc.clatsopcc.edu/
Eligibility Requirement 14	Main Campus http://www.ecampustours.com/tour-home-page-external.aspx?UnitID=&FafsaCode=003189#.UwP1flalaUk
	South County Campus https://www.clatsopcc.edu/about-ccc/campuses
	Marine and Environmental Research Training Station http://www.ecampustours.com/tour-home-page-external.aspx?UnitID=&FafsaCode=003189#.UwP1flalaUk
	CCC Master Plan http://www.clatsopcc.edu/sites/default/files/file/Accreditation/CCC_SD_Report_FINAL.pdf
Eligibility Requirement 15	Board Policy 5.030 https://www.clatsopcc.edu/sites/default/files/file/policies/5_030%20Academic%20Freedom.pdf
	Full-time Faculty Collective Bargaining Agreement Article 4D http://www.clatsopcc.edu/sites/default/files/file/Accreditation/FT%20Faculty%20CB%20Agreement%202013-2016.pdf
Eligibility	Board Policy 6.015

Requirement 16	https://www.clatsopcc.edu/sites/default/files/file/policies/6_015%20Admissions.pdf
	Board Policy 6.015P2 http://www.clatsopcc.edu/sites/default/files/file/Accreditation/6_015P2%20Under%2018%20Admissions.pdf
Eligibility Requirement 17	CCC Mission https://www.clatsopcc.edu/about-ccc/mission-vision-values/mission-statement
	CCC Core Themes https://www.clatsopcc.edu/about-ccc/strategic-planning
	Board Policies 6.015 & 6.015P2 https://www.clatsopcc.edu/sites/default/files/file/policies/6_015%20Admissions.pdf http://www.clatsopcc.edu/sites/default/files/file/Accreditation/6_015P2%20Under%2018%20Admissions.pdf
	Board Policies 5.016 & 5.016P https://www.clatsopcc.edu/sites/default/files/file/policies/5_016%20Grading.pdf http://www.clatsopcc.edu/sites/default/files/file/Accreditation/5%20016P%20Grading%20System.pdf
	Academic Programs https://www.clatsopcc.edu/programs/all-academic-programs
	Administrators (catalog p. 122-3) https://www.clatsopcc.edu/sites/default/files/file/CCC_2013-14_Catalog.pdf
	Faculty (catalog p. 119-120) https://www.clatsopcc.edu/sites/default/files/file/CCC_2013-14_Catalog.pdf
	Student Conduct https://www.clatsopcc.edu/student-resources/student-issues-handbook/student-code-conduct
	Rights and Responsibilities of Students https://www.clatsopcc.edu/student-resources/student-issues-handbook/student-rights-responsibilities
	Tuition and Fees https://www.clatsopcc.edu/getting-started/tuition-fees
	Other Program Costs https://www.clatsopcc.edu/getting-started/tuition-fees
	Refund Policies and Procedures https://www.clatsopcc.edu/student-resources/financial-aid/beginning-process/refunds-and-return-of-title-iv-funds
	Financial Aid https://www.clatsopcc.edu/student-resources/financial-aid-scholarships
	Academic Calendar https://www.clatsopcc.edu/academics/academic-calendar
Eligibility Requirement 18	State Funding http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Copy%20of%20Distribution%20Formula%20%20January%2015%202014%20%203rd%20Qtr%20Sent%201%2021%2014.xls

	Property Tax Revenue http://www.clatsopcc.edu/sites/default/files/file/Accreditation/2013_10_08%20County%20Assessor%20Table%204A.pdf
	Timber Revenues http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Copy%20of%20FY14%20January%202014%20received%20Feb%207%202014.xlsx
	Annual Budget (2013-14) https://www.clatsopcc.edu/sites/default/files/file/Finance%26Operations/2013-2014%20Finance%20%26%20Operations/1314%20Budget%20Preparation/1314%20ADOPTED%20BUDGET.pdf
	Discipline and Department Strategic Plans http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Strategic%20Planning%20Examples.docx
	CCC Strategic Plan https://www.clatsopcc.edu/sites/default/files/file/strategic/2013-2017%20Strategic%20Plan%20May%209%202013.pdf
Eligibility Requirement 19	CAFR 6-30-13 https://www.clatsopcc.edu/sites/default/files/file/Finance%26Operations/FYE2013_Audit.pdf
	ORS 341.709 http://www.oregonlaws.org/ors/341.709
	CliftonLarsonAllen LLP http://www.cliftonlarsonallen.com/
	2013 Financial Statement https://www.clatsopcc.edu/sites/default/files/file/Finance%26Operations/FYE2013_Audit.pdf
	CAFR 6-30-13 https://www.clatsopcc.edu/sites/default/files/file/Finance%26Operations/FYE2013_Audit.pdf
Eligibility Requirement 21	Accreditation Self-Study https://www.clatsopcc.edu/sites/default/files/file/Clatsop%20Community%20College%20Spring%202011%20Comprehensive%20Self-Evaluation%20Report%20FINAL.pdf
Standard 2.A.1	CCC Board of Education https://www.clatsopcc.edu/about-ccc/board-directors
	OAR Chapter 341 http://www.oregonlaws.org/ors/chapter/341
	Board Policy 1.205 https://www.clatsopcc.edu/sites/default/files/file/policies/1_205%20Powers%20and%20Duties%20Policy%20-%202nd%20Read.pdf
	Board Minutes https://www.clatsopcc.edu/sites/default/files/file/board/minutes/DRAFT%2001_14_14RBM.pdf
	Board Policy 1.010 https://www.clatsopcc.edu/sites/default/files/file/policies/1_010%20Board%20Elections.pdf
	Board Policies https://www.clatsopcc.edu/about-ccc/policies/board-policies

	Clerk of the Board https://www.clatsopcc.edu/sites/default/files/file/policies/2_010%20Chief%20Executive%20Officer.pdf
	Shared Governance (Employee Handbook p. 37) http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Employee%20Handbook%20%202013-14.pdf
	ORS 341.290 http://www.oregonlaws.org/ors/341.290
	Board Policy 1.205 https://www.clatsopcc.edu/sites/default/files/file/policies/1_205%20Powers%20and%20Duties%20Policy%20-%202nd%20Read.pdf
	Board Policy 1.220 https://www.clatsopcc.edu/sites/default/files/file/policies/1_220%20Policy%20Development.pdf
	College Council Bylaws http://www.clatsopcc.edu/sites/default/files/file/Accreditation/College%20Council%20Charter%20rev%2010-2012.pdf
	College Organizational Chart http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational Chart-College.docx
	Organizational Chart of Vice President of Finance and Operations http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational%20Chart-%20VP%20Finance%20and%20Operations.docx
	Organizational Chart for Vice President of Academic and Student Affairs http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational%20Chart-%20VPASA.docx
	ORS 341.440 http://www.oregonlaws.org/ors/341.440
	OCCC Faculty Handbook OCCC Faculty Handbook, page 5
	OCCC Board Policy 255 Board of Education-Policy 255
	OCCC Organizational Chart OCCC Organizational Chart
	OCCC Board Policy 220 Board of Education Policy-220
	OCCC Board Policy 222 Board of Education Policy-222
	OCCC Budget meeting minutes 6-19-13 Budget Meeting Minutes-June 19, 2013
	OCCC Budget Form Invitation Budget Forum Invitation-February 2013
	OCCC Council of Curriculum and Instruction Council of Curriculum and Instruction
	OCCC Board Meeting Minutes 11-20-13 Board Meeting Minutes-November 20, 2013

Standard 2.A.3	Oregon New Higher Education Governance Structure http://education.oregon.gov/Pages/Higher-Ed-Coordinating-Commission.aspx
	OCCC Strategic Themes OCCC Strategic Themes
	OCCC Mission Statement OCCC Mission Statement
	OCCC Board Meeting minutes Board Meeting Minutes-October 16, 2013
	OCCC Scope of Work Scope of Work
Standard 2.A.4	OAR Chapter 341 http://www.oregonlaws.org/ors/341.025
	Oregon State Board of Education http://www.ode.state.or.us/search/results/?id=144
	Oregon Higher Education Coordinating Commission http://education.oregon.gov/Pages/Higher-Ed-Coordinating-Commission.aspx
	ORS 341 http://www.oregonlaws.org/ors/chapter/341
	OAR chapter 589 http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_589/589_tofc.html
	Board Policy 1.205 https://www.clatsopcc.edu/sites/default/files/file/policies/1_205%20Powers%20and%20Duties%20Policy%20-%202nd%20Read.pdf
	Board Policy 1.305 https://www.clatsopcc.edu/sites/default/files/file/policies/1_305%20Board%20Ethics.pdf
	Board Policy 1.310 https://www.clatsopcc.edu/sites/default/files/file/policies/1_310%20Board%20Member%20Conflicts%20of%20Interest.pdf
	OCCC Board Policy 225 Board of Education Policy-225
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	ORS 244.320 ORS 244.320
	OCCC Board Policy 754 Board of Education-Policy 784
	OCCC Board Policy 205 Board of Education-Policy 205
	OCCC Board Policy 230 Board of Education-Policy 230

Standard 2.A.5	Board Policy 1.215 https://www.clatsopcc.edu/sites/default/files/file/policies/1_215%20Individ%20Board%20Authority%20Resp.pdf
	OSCC Board Policy 205 Board of Education-Policy 205
	OSCC Board Policy 240 Board of Education-Policy 240
Standard 2.A.6	Board Bylaws https://www.clatsopcc.edu/about-ccc/policies/board-policies
	Board Policies https://www.clatsopcc.edu/about-ccc/policies/board-policies
	Board Policy 4.040 and 4.040P (Mother Friendly Workplace Policy) https://www.clatsopcc.edu/sites/default/files/file/4_040%20Mother%20Friendly%20Policy.pdf http://www.clatsopcc.edu/sites/default/files/file/Accreditation/4_040P%20Mother%20Friendly%20Workplace.pdf
	Board Policies https://www.clatsopcc.edu/about-ccc/policies/board-policies
Standard 2.A.7	ORS Chapter 341.290 http://www.oregonlaws.org/ors/341.290
	Board Policies 2.015, 2.020, 2.035 https://www.clatsopcc.edu/sites/default/files/file/policies/2_015%20Recruitment%20and%20Appointment%20of%20the%20President.pdf https://www.clatsopcc.edu/sites/default/files/file/policies/2_020%20President's%20Compensation%20and%20Benefits.pdf https://www.clatsopcc.edu/sites/default/files/file/policies/2_035%20Pres%20Eval.pdf
	Board Policy 2.010 https://www.clatsopcc.edu/sites/default/files/file/policies/2_010%20Chief%20Executive%20Officer.pdf
	OSCC Board Policy 205 4a Board of Education-Policy 205, 4a
	OSCC Board Policy 300 Board of Education-Policy 300
	OSCC Board Policy 250 Board of Education-Policy 250
Standard 2.A.8	Board's Goals http://www.clatsopcc.edu/sites/default/files/file/Accreditation/2-Clatsop%20Community%20College%20Board%20Goals%20for%20FY13.docx
Standard 2.A.9	College Administrative Structure http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Organizational Chart-College.docx
	Vice President of Finance and Operations Job Description http://www.clatsopcc.edu/sites/default/files/file/Accreditation/VP%20Finance%20and%20Operations.docx
	Vice President of Academic and Student Affairs Job Description http://www.clatsopcc.edu/sites/default/files/file/Accreditation/VP%20Academic%20a

	nd%20Student%20Affairs.docx
	Dean of Transfer Education/Director of Institutional Research Job Description http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Dean%20of%20Transfer%20Education.docx
	Director of Small Business Management Job Description http://www.clatsopcc.edu/sites/default/files/file/Accreditation/DirEconSBD-CEDR.docx
	Discipline and Department Strategic Plans http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Strategic%20Planning%20Examples.docx
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	OSCC North Campus Focus Group Summary North Campus Focus Group Summary
	OSCC Board Policy 225 Board of Education-Policy 225
	OSCC Board Policy 265 Board of Education-Policy 265
Standard 2.A.11	Administrator Qualifications (catalog p. 122-123) https://www.clatsopcc.edu/sites/default/files/file/CCC_2013-14_Catalog.pdf
	Board Meeting Minutes (Faculty, Staff, and Student Participation) https://www.clatsopcc.edu/sites/default/files/file/APPROVED_12_10_13RBM.pdf
	President's Cabinet https://www.clatsopcc.edu/about-ccc/office-president/presidents-cabinet
	College Council http://www.clatsopcc.edu/sites/default/files/file/Accreditation/College%20Council%20Charter%20rev%2010-2012.pdf
	College Council Minutes http://www.clatsopcc.edu/sites/default/files/file/Accreditation/DRAFT_01_21_14College%20Council%20Minutes(1).pdf
	Budget Guiding Principles http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Budget%20Development%20Guiding%20Principles%20-%20Draft.docx
	Instructional Council http://www.clatsopcc.edu/sites/default/files/file/Accreditation/IC%20bylaws.docx
	Instructional Council minutes http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Instructional%20Council%20Minutes%201-22-14%20Approved.docx http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Instructional%20Council%20Minutes%2012-10-13%20Approved.docx
	OSCC Aquarium Science Advisory Committee Meeting Minutes Aquarium Science Program Advisory Meeting Minutes
	OSCC Nursing Advisory Committee Meeting Minutes Nursing Advisory Committee Minutes
Standard 2.A.12	Board Policy 5.000P-1 http://www.clatsopcc.edu/sites/default/files/file/Accreditation/5_000P-

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	Board Policy 5.005 https://www.clatsopcc.edu/sites/default/files/file/policies/5_005%20Curriculum.pdf
	Board Policy 5.005P-1 http://www.clatsopcc.edu/sites/default/files/file/Accreditation/5_005P-1Syllabus.pdf
	Board Policy 5.010 http://www.clatsopcc.edu/sites/default/files/file/Accreditation/5_010%20Cancellation%20of%20Classes.pdf
	Board Policy 5.105 https://www.clatsopcc.edu/sites/default/files/file/policies/5_105%20Program%20Review.pdf
	Board Policy 5.105P (under revision) http://www.clatsopcc.edu/sites/default/files/file/Accreditation/5_105P%20Instructional%20Program%20Evaluation.pdf
	Board Policy 5.110 (under revision) https://www.clatsopcc.edu/sites/default/files/file/policies/5_110%20Program%20Evaluation.pdf
	Board Policy 5.016 https://www.clatsopcc.edu/sites/default/files/file/policies/5_016%20Grading.pdf
	Board Policy 5.016P http://www.clatsopcc.edu/sites/default/files/file/Accreditation/5%20016P%20Grading%20System.pdf
	Board Policy 5.115 Credit Hour Policy (draft only- currently undergoing approval) http://www.clatsopcc.edu/sites/default/files/file/Accreditation/3-5_115%20credit%20hour%20policy.docx
	Instructional Council http://www.clatsopcc.edu/sites/default/files/file/Accreditation/IC%20bylaws.docx
	Full-time Faculty, Part-time Faculty, Classified Staff Collective Bargaining Agreements http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Classified%20CBA%202013-2016.pdf http://www.clatsopcc.edu/sites/default/files/file/Accreditation/FT%20Faculty%20CB%20Agreement%202013-2016.pdf http://www.clatsopcc.edu/sites/default/files/file/Accreditation/2013-16%20PT%20Faculty%20CB%20Agreement.pdf
	OSCC- Office of Instruction Office of Instruction
	OSCC Library Services for Faculty OSCC Library Services for Faculty
	OSCC Syllabus Template Syllabus Template
	OSCC Syllabus Checklist OSCC Syllabus Checklist
	OSCC Nursing Program Handbook Nursing Program Handbook
	OSCC Aquarium Science Student Handbook AQS Student Handbook).
Standard	Student Handbook

2.A.13	https://www.clatsopcc.edu/sites/default/files/file/2013-2014_Student_Handbook.pdf
	College Catalog https://www.clatsopcc.edu/sites/default/files/file/CCC_2013-14_Catalog.pdf
	Library Website http://lrc.clatsopcc.edu/
	Board Policy 3.406 https://www.clatsopcc.edu/sites/default/files/file/policies/3_406%20EIR.pdf
	OCCC Library Hours Library Hours
	OCCC Library Cards Library Cards
	OCCC Interlibrary Loan Interlibrary Loans
	OCCC Course Reserves Course Reserves
	OCCC Library Computers Library Computers
	OCCC Study Rooms Study Rooms
	OCCC Online Library Databases OCCC Online Library Databases
Standard 2.A.14	JBAC http://www.ous.edu/state_board/jointb/jbac
	CCWD http://www.oregon.gov/ccwd/Pages/index.aspx
	ORS http://www.oregonlaws.org/oregon_revised_statutes
	CCC Articulation Agreement with Linfield College http://www.clatsopcc.edu/sites/default/files/file/Accreditation/2013_01_07%20Nursing%20Program%20Linfield%20College(1).pdf
	OCCC Degree Partnership Program Degree Partnership Program
	OCCC MOU between Linfield and OCCC MOU between Linfield and OCCC-2013
	OCCC OUS transfer list A & B MOU between Linfield and OCCC-2013
Standard 2.A.15	Board Policy 6.205 http://www.oregonlaws.org/oregon_revised_statutes
	Board Policy 6.210 https://www.clatsopcc.edu/sites/default/files/file/policies/6_210%20Student%20Code%20of%20Conduct(1).pdf
	Board Policy 6.212 https://www.clatsopcc.edu/sites/default/files/file/policies/6_212-Sanctions%20for%20Violati.pdf
	Board Policy 6.215P http://www.clatsopcc.edu/sites/default/files/file/Accreditation/6_215P-Student%20Discipline%20Procedure.pdf

	Board Policy 6.220 https://www.clatsopcc.edu/sites/default/files/file/policies/6_220%20Student%20Complaint%20Resolution%20Policy.pdf
	Board Policy 6.220P http://www.clatsopcc.edu/sites/default/files/file/Accreditation/6_220P%20Student%20Complaint.pdf
	Student Handbook https://www.clatsopcc.edu/sites/default/files/file/2013-2014_Student_Handbook.pdf
	Student Issue Page- Frequently Asked Questions https://www.clatsopcc.edu/student-resources/student-issues-and-handbook
	Disabilities Service Office https://www.clatsopcc.edu/student-resources/student-support-services/disability-services
	New Student Orientation http://www.clatsopcc.edu/sites/default/files/file/Accreditation/New%20Student%20Orientation.pdf http://www.clatsopcc.edu/sites/default/files/file/Accreditation/NSO%20Agenda.docx http://www.clatsopcc.edu/sites/default/files/file/Accreditation/NSO%20Postcard.pdf http://www.clatsopcc.edu/sites/default/files/file/Accreditation/NSOsurvey2012.pdf
	Student Handbook https://www.clatsopcc.edu/sites/default/files/file/2013-2014_Student_Handbook.pdf
	Student Acknowledge http://www.clatsopcc.edu/sites/default/files/file/Accreditation/student%20acknowledgement.docx
	OCCC Student Rights and Responsibilities Student's Rights and Responsibilities
	OCCC Conflict Resolution Conflict Resolution
	OCCC Accommodations Accommodations
Standard 2.A.16	Board Policy 6.015 https://www.clatsopcc.edu/sites/default/files/file/policies/6_015%20Admissions.pdf
	Board Policy 6.015P2 http://www.clatsopcc.edu/sites/default/files/file/Accreditation/6_015P2%20Under%2018%20Admissions.pdf
	CCC General Information and Processes http://www.clatsopcc.edu/sites/default/files/file/Accreditation/College%20Processes%20and%20Procedures.docx
	Nursing Admission Procedures https://www.clatsopcc.edu/sites/default/files/file/Nursing%20Allied%20Health/2014%20Nursing%20Program%20Information%20%26%20Application%20Packet.pdf
	Medical Assisting Admission Procedures https://www.clatsopcc.edu/sites/default/files/file/Medical%20Assistant%20Checklist%20Fall%202013.pdf
	ABE admission procedures

	https://www.clatsopcc.edu/academics/academic-departments/foundation-skills-institute/adult-basic-skills
	ESL admission procedures https://www.clatsopcc.edu/academics/academic-departments/foundation-skills-institute/english-second-language-esl-education
	GED Ability to Benefit Policy (undergoing approval at this time) http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Clatsop%20Community%20College%20Ability%20to%20Benefit%20Policy.docx
	Nursing Progression Policy http://www.clatsopcc.edu/sites/default/files/file/Accreditation/nursing%20handbook%2013%20FINAL.docx
	Medical Assisting Progression Policy http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Medical%20Assistant%20Handbook.docx
	OCCC Admission Policy OCCC Admission Policy
	OCCC Student Handbook OCCC Student Handbook
Standard 2.A.17	Associated Student Government https://www.clatsopcc.edu/about-ccc/press-releases/miguel-velasco-named-asg-president
	The Bandit https://www.clatsopcc.edu/community/publications/bandit
	OCCC Student Activities Student Activities
Standard 2.A.18	Equal Employment Opportunity Policy https://sharepoint.clatsopcc.edu/Docs/Documents/President's%20Office%20and%20Board/Policies%20and%20Procedures/1000--Board/1.001%20Non-Discrimination%20Policy.pdf
	Employee Handbook http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Employee%20Handbook%20%202013-14.pdf
	CCC Collective Bargaining Agreements http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Classified%20CBA%202013-2016.pdf http://www.clatsopcc.edu/sites/default/files/file/Accreditation/FT%20Faculty%20CB%20Agreement%202013-2016.pdf http://www.clatsopcc.edu/sites/default/files/file/Accreditation/2013-16%20PT%20Faculty%20CB%20Agreement.pdf
	OCCC Collective Bargaining Agreement- Faculty Collective Bargaining Agreement 2013-2018, Faculty Unit
	OCCC Collective Bargaining Agreement- Classified Collective Bargaining Agreement 2013-2015, Classified Unit
Standard 2.A.19	Employee Handbook http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Employee%20Handbook%20%202013-14.pdf
	OCCC Personnel Evaluation Form

	OCCC Performance Evaluation form
Standard 2.A.20	Confidentiality Agreement http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Confidential%20Form%20v14.doc
Standard 2.A.21	CCC Catalog https://www.clatsopcc.edu/academics/catalog
	CCC website https://www.clatsopcc.edu/
Standard 2.A.22	Board Policy 1.001 https://www.clatsopcc.edu/sites/default/files/file/policies/1%20001%20Non-Discrimination%202nd%20Read.pdf
	Board Policy 4.905 https://www.clatsopcc.edu/sites/default/files/file/policies/4_905%20Staff%20Ethics.pdf
	Board Policy 1.305 https://www.clatsopcc.edu/sites/default/files/file/policies/1_305%20Board%20Ethics.pdf
	Board Policy 4.605 https://www.clatsopcc.edu/sites/default/files/file/policies/4_605%20EE%20Grievance.pdf
	Classified Collective Bargaining Agreement Article 21 http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Classified%20CBA%202013-2016.pdf
	Part-time Faculty Collective Bargaining Agreement Article 16 http://www.clatsopcc.edu/sites/default/files/file/Accreditation/2013-16%20PT%20Faculty%20CB%20Agreement.pdf
	Full-time Faculty Collective Bargaining Agreement Article 18 http://www.clatsopcc.edu/sites/default/files/file/Accreditation/FT%20Faculty%20CB%20Agreement%202013-2016.pdf
	Board Policy 7.025 https://www.clatsopcc.edu/sites/default/files/file/policies/7_025%20Public%20Complaints.pdf
	Board Policy 6.022P http://www.clatsopcc.edu/sites/default/files/file/Accreditation/6_220P%20Student%20Complaint.pdf
	Student Handbook https://www.clatsopcc.edu/sites/default/files/file/2013-2014_Student_Handbook.pdf
	Student Complaint Procedures on CCC Website https://www.clatsopcc.edu/student-resources/student-complaint-resolution-procedures
	Board Policy 1.305 https://www.clatsopcc.edu/sites/default/files/file/policies/1_305%20Board%20Ethics.pdf
	OCCC Board Policy 787 Board of Education-Policy 787
	OCCC Collective Bargaining Agreement nondiscrimination page 1 Collective Bargaining Agreement, Non-Discrimination, page 1

	CCC Budget Forum Invitation- 2-2013 Budget Forum Invitation-February 2013
Standard 2.A.23	ORS Chapter 242 http://www.oregonlaws.org/ors/chapter/242
	Board Policy 6.212 https://www.clatsopcc.edu/sites/default/files/file/policies/6_212-Sanctions%20for%20Violati.pdf
	OCCC Board Policy 784 Board of Education-Policy 784
	ORS 341.709 ORS 341.709
Standard 2.A.24	Full-Time Faculty Collective Bargaining Agreement Article 4.G http://www.clatsopcc.edu/sites/default/files/file/Accreditation/FT%20Faculty%20CB%20Agreement%202013-2016.pdf
	Part-Time Faculty Collective Bargaining Agreement Article 5 http://www.clatsopcc.edu/sites/default/files/file/Accreditation/2013-16%20PT%20Faculty%20CB%20Agreement.pdf
Standard 2.A.25	CCC's Accreditation Website www.clatsopcc.edu/about-ccc/accreditation
	OCCC Accreditation Website http://www.oregoncoastcc.org/accreditation
	OCCC Accreditation Relationships Accreditation Relationship
	OCCC College Catalog OCCC College Catalog, page 1
Standard 2.A.26	Board Policy 3.150 https://www.clatsopcc.edu/sites/default/files/file/policies/3_150%20Contract%20Review%20Board(1).pdf
	Board Policy 3.145 https://www.clatsopcc.edu/sites/default/files/file/policies/3_145%20Bidding%20Requirements.pdf
	OCCC ORS 279A.060 ORS 279A.060
	OCCC Board Policy 615 Board of Education-Policy 615
Standard 2.A.27	Board Policy 5.030 https://www.clatsopcc.edu/sites/default/files/file/policies/5_030%20Academic%20Freedom.pdf
	Full-Time Faculty Collective Bargaining Agreement Article 4-D http://www.clatsopcc.edu/sites/default/files/file/Accreditation/FT%20Faculty%20CB%20Agreement%202013-2016.pdf
	OCCC Collective Bargaining Agreement Academic Freedom p 10 Collective Bargaining Agreement-Academic Freedom, page 10
	OCCC Collective Bargaining Agreement Faculty Unit Collective Bargaining Agreement 2013-2018, Faculty Unit, see page 27
Standard 2.A.28	Board Policy 5.030 https://www.clatsopcc.edu/sites/default/files/file/policies/5_030%20Academic%2

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	Mission https://www.clatsopcc.edu/about-ccc/mission-vision-values/mission-statement
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Standard 2.A.29	Full-Time Collective Bargaining Agreement Article 4D http://www.clatsopcc.edu/sites/default/files/file/Accreditation/FT%20Faculty%20CB%20Agreement%202013-2016.pdf
	OCCC Faculty Information Handbook p 52-55 OCCC Faculty Information Handbook, pages 52-55
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	Financial Report https://www.clatsopcc.edu/sites/default/files/file/board/minutes/2014%20Minutes/APPROVED%2001_14_14RBM.pdf
	Budget Committee https://www.clatsopcc.edu/about-ccc/financial-and-budget-reports
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	Board Policy 3.105 https://www.clatsopcc.edu/sites/default/files/file/policies/3_105%20Borrowing%20Funds.pdf
	Board Policy 3.110 https://www.clatsopcc.edu/sites/default/files/file/policies/3_110%20Investment%20of%20Funds.pdf
	Board Policy 3.115 https://www.clatsopcc.edu/sites/default/files/file/policies/3_115%20Depository%20of%20Funds.pdf
	Master Plan http://www.clatsopcc.edu/sites/default/files/file/Accreditation/CCC_SD_Report_FINAL.pdf
	Health and Wellness Center https://www.clatsopcc.edu/sites/default/files/file/APPROVED_11_12_13BSM%281%29.pdf
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	Foundation Audit http://www.clatsopcc.edu/sites/default/files/file/Accreditation/4-foundation%20audit.pdf
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Standard 2.B.1	<p>Simplehire https://clatsopcc.simplehire.com/userfiles/jsp/shared/frameset/Frameset.jsp?time=1392846105992</p>
	<p>Selection Committee http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Hiring%20Booklet%202010.docx</p>
	<p>Board Policy 4.105P http://www.clatsopcc.edu/sites/default/files/file/Accreditation/4_105P2%20Classification.pdf</p>
Standard 2.B.2	<p>Annual Evaluation Process http://www.clatsopcc.edu/sites/default/files/file/Accreditation/EVALUATION%20form%20ComEd%20MASTER.docx</p>
Standard 2.B.3	<p>Faculty Growth and Enrichment Fund Committee http://www.clatsopcc.edu/sites/default/files/file/Accreditation/FT%20Faculty%20CB%20Agreement%202013-2016.pdf</p>
	<p>Part-Time Faculty Collective Bargaining Agreement http://www.clatsopcc.edu/sites/default/files/file/Accreditation/2013-16%20PT%20Faculty%20CB%20Agreement.pdf</p>
	<p>OSCC In-Service agenda Fall 2013 In-Service agenda fall 2013</p>
Standard 2.B.4	<p>Program, Course, and ISLO assessments http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Program%20Outcomes.doc</p>
	<p>Program Evaluation procedures http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Program%20Evaluation%20</p>
	<p>New Faculty Selection Committee http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Hiring%20Booklet%202010.docx</p>
	<p>Board Policy 5.005 https://www.clatsopcc.edu/sites/default/files/file/policies/5_005%20Curriculum.pdf</p>
Standard 2.B.5	<p>Full-time Collective Bargaining Agreement (Faculty Responsibility and Workloads) http://www.clatsopcc.edu/sites/default/files/file/Accreditation/FT%20Faculty%20CB%20Agreement%202013-2016.pdf</p>
	<p>Faculty employment contract http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Faculty_Master_copy.docx</p>
Standard 2.B.6	<p>Faculty Evaluation System http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Clatsop%20Community%20College%20Faculty%20Evaluation%20Manual%20November%202012.docx</p>
	<p>OSCC Collective Bargaining Agreement- Employment Status Collective Bargaining Agreement-Employment Status, page 3</p>
Standard 2.C.1	<p>AAOT degree requirements (catalog p. 23) https://www.clatsopcc.edu/academics/degrees-certificates/associate-arts-oregon-</p>

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	ASOT-Business requirements (catalog p. 26) https://www.clatsopcc.edu/academics/degrees-certificates/associate-science-oregon-transfer-degree-business-asot-business
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	Associate of Science – transfer degree requirements (CCWD) http://handbook.ccwdwebforms.net/handbook/programs-degrees-and-certificates/definitions/associate-degrees/associate-of-science-(as)
	Joint Boards of Education http://www.ous.edu/state_board/jointb
	HECC http://education.oregon.gov/Pages/Higher-Ed-Coordinating-Commission.aspx
	Oregon Education Investment Board http://education.oregon.gov/Pages/default.aspx
	CCWD http://www.oregon.gov/ccwd/Pages/about_us.aspx
	CCWD Approval Process http://handbook.ccwdwebforms.net/handbook/programs-degrees-and-certificates/program-approval
	JBAC General Education Outcomes http://www.clatsopcc.edu/sites/default/files/file/Accreditation/General%20Education%20Outcomes%20and%20Criteria%20-%20FINAL%209-2-09.pdf
	Program Level Outcomes http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Program%20Outcomes.doc
	Course Outlines (course outlines) http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Course%20outline%20ART%20115%20Basic%20Design.doc http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Course%20Outline%20BI%20101%20-%20BI%20101L%20General%20Biology.doc http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Course%20Outline-%20NUR%20105%20Foundations%20of%20Pharmacology%20for%20Nurses.doc http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Course%20Outline-%20WLD%20102%20Gas%20Metal%20Arc%20Welding.doc http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Course%20Outline-NFM%20225%20Human%20Nutrition.doc
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	OAR 598-006-0100(7) http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_589/589_006.html
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	OCCC Office of Instruction Office of Instruction
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Standard 2.C.2	Program Outcomes on Website https://www.clatsopcc.edu/sites/default/files/programs/Fire%20Science%202012-2013.pdf
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	<p>Program Student Handbook http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Medical%20Assistant%20Program%20Student%20Handbook.docx</p>

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	OCCC Library Services for Faculty OCCC Library Services for Faculty
	OCCC Library Purchase Suggestions OCCC Library Purchase Suggestion
Standard 2.C.7	OCCC Scuba Course Description SCUBA course description
Standard 2.C.8	Transfer Policies (catalog p. 14) https://www.clatsopcc.edu/sites/default/files/file/CCC_2013-14_Catalog.pdf
	OCCC Transfer Information OCCC Transfer Information
	OCCC College Catalog OCCC College Catalog, pages 27-41
	MOU between Linfield and OCCC MOU between Linfield and OCCC-2013
Standard 2.C.9	OAR 589 http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_589/589_tofc.html
	ISLO Curriculum Map http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Curriculum%20Maps/Matrix%20islo%20course%20outcomes%20MA%20112.doc
	AAS Degrees and Certificate Programs https://www.clatsopcc.edu/academics/degrees-certificates
	OAR 589 http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_589/589_tofc.html
	OCCC College Catalog OCCC College Catalog, Related Instruction-page 27
	OCCC Nursing Competencies Nursing Competencies
	OCCC Catalog OCCC College Catalog 2013-2014, see pages 40-41
Standard 2.C.10	Mission https://www.clatsopcc.edu/about-ccc/mission-vision-values/mission-statement
	Catalog https://www.clatsopcc.edu/sites/default/files/file/CCC_2013-14_Catalog.pdf
	Course Outline http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Course%20Outline-NFM%20225%20Human%20Nutrition.doc http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Course%20Outline-%20NUR%20105%20Foundations%20of%20Pharmacology%20for%20Nurses.doc
	Course Syllabi http://www.clatsopcc.edu/sites/default/files/file/Accreditation/BA%20223%20Principles%20of%20Marketing.doc http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Art115_Shauck_F13.pdf
	Program Student Learning Outcomes http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Program%20Outcomes.doc
	Educational Assessment Tables

	http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Educational%20Assessment%20examples.docx
	Assessment rubrics http://www.clatsopcc.edu/sites/default/files/file/Accreditation/writing%20scoring%20guide.doc
Standard 2.C.11	Qualified Faculty (catalog pp. 121-2) https://www.clatsopcc.edu/sites/default/files/file/CCC_2013-14_Catalog.pdf
	Apprenticeship AAS https://www.clatsopcc.edu/academics/degrees-certificates/associate-applied-science-aas/apprenticeship-construction-trades
	Automotive AAS https://www.clatsopcc.edu/programs/all-academic-programs/automotive-technician
	Accounting Technician AAS https://www.clatsopcc.edu/programs/all-academic-programs/accounting-technician
	Business Management AAS https://www.clatsopcc.edu/programs/all-academic-programs/business-management
	Retail Management https://www.clatsopcc.edu/programs/all-academic-programs/retail-management
	Computer-Aided Drafting and Design https://www.clatsopcc.edu/programs/all-academic-programs/computer-aided-design-drafting
	Fire Science- AAS https://www.clatsopcc.edu/programs/all-academic-programs/fire-science
	Historic Preservation and Restoration- AAS https://www.clatsopcc.edu/programs/all-academic-programs/historic-preservation-restoration
	Seamanship Certificate https://www.clatsopcc.edu/programs/all-academic-programs/maritime-science/maritime-degrees-certificates
	Vessel Operations AAS https://www.clatsopcc.edu/programs/all-academic-programs/maritime-science/maritime-degrees-certificates
	Medical Assistant Certificate https://www.clatsopcc.edu/programs/all-academic-programs/medical-assistant
	Nursing AAS https://www.clatsopcc.edu/academics/academic-departments/health-occupations/nursing
	Welding Certificate https://www.clatsopcc.edu/programs/all-academic-programs/welding
	Instructional Council Bylaws http://www.clatsopcc.edu/sites/default/files/file/Accreditation/IC%20bylaws.docx
Standard 2.C.16	Mission https://www.clatsopcc.edu/about-ccc/mission-vision-values/mission-statement
	Core Themes https://www.clatsopcc.edu/about-ccc/strategic-planning
	Continuing/community Education Programs https://www.clatsopcc.edu/academics/community-education-education-life

	<p>Community education courses</p> <p>https://www.clatsopcc.edu/sites/default/files/file/Community%20Ed/MidTermWinter%202014.pdf</p> <p>http://www.clatsopcc.edu/sites/default/files/file/Non-AcademicSu11Schedule_ONLINE(1)(1).pdf</p>
	<p>ENCORE</p> <p>https://www.clatsopcc.edu/academics/community-education-education-life/encore-exploring-new-concepts-retirement-education</p>
	<p>Workforce/Customized Training</p> <p>https://www.clatsopcc.edu/sites/default/files/file/Community%20Ed/MidTermWinter%202014.pdf</p>
	<p>Small Business Development Center</p> <p>https://www.clatsopcc.edu/academics/clatsop-economic-development-resources-cedr/small-business-development-center</p>
	<p>Small Business Management program</p> <p>https://www.clatsopcc.edu/academics/academic-departments/business-department/small-business-management</p>
	<p>Adult Basic Skills</p> <p>https://www.clatsopcc.edu/academics/academic-departments/foundation-skills-institute/adult-basic-skills</p>
	<p>ELL classes</p> <p>https://www.clatsopcc.edu/academics/academic-departments/foundation-skills-institute/english-second-language-esl-education</p>
	<p>Pre-GED and GED services</p> <p>https://www.clatsopcc.edu/academics/academic-departments/foundation-skills-institute/ged-preparation</p>
	<p>COMPASS testing</p> <p>https://www.clatsopcc.edu/getting-started/admissions/enrollment-steps/compass-placement-evaluation</p>
	<p>Core Themes</p> <p>https://www.clatsopcc.edu/about-ccc/strategic-planning</p>
Standard 2.C.17	<p>Advisory Committee</p> <p>http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Automotive%20Advisory%20Committee%20Roster%202012-13%20-%20AUTO.xlsx</p> <p>http://www.clatsopcc.edu/sites/default/files/file/Accreditation/HPR%20Advisory%20Committee%20Roster%202012-13%20CURRENT.xls</p> <p>http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Welding%20Advisory%20Committee%20Roster%202012-13%20-%20WLD.xlsx</p>
	<p>CEDR</p> <p>https://www.clatsopcc.edu/academics/clatsop-economic-development-resources-cedr</p>
	<p>Department of Homeland Security National Maritime Center</p> <p>http://www.uscg.mil/nmc/</p>
	<p>Board Policy 5.035</p> <p>https://www.clatsopcc.edu/sites/default/files/file/policies/5_035%20Minimum%20Qualifications.pdf</p>
	<p>Evaluation Forms</p>

	http://www.clatsopcc.edu/sites/default/files/file/Accreditation/EVALUATION%20form%20ComEd%20MASTER.docx
	Semi-annual SBDC Director's report http://www.clatsopcc.edu/sites/default/files/file/Accreditation/SBA%20Narrative%20Mid-Year%20Report%202013.docx
	Annual SBDC Director's report http://www.clatsopcc.edu/sites/default/files/file/Accreditation/2013%20SBA%20Year%20End%20Narrative.docx
	USCG Port Marine Safety Office Audit http://www.clatsopcc.edu/sites/default/files/file/Accreditation/USCG%20Port%20Marine%20Safety%20Office%20Audit%202012.docx
	Department of Homeland Security National Maritime Center http://www.uscg.mil/nmc/
	Title II Grant https://title2.ed.gov/Public/Home.aspx
	NRS https://title2.ed.gov/Public/Home.aspx
	State's Adult Basic Skills Learning Standards http://oregonabslearningstandards.org/about.html
Standard 2.C.18	OCCC CCWD FTE Guidelines CCWD FTE Guidelines, page 9
Standard 2.C.19	Course Schedule https://www.clatsopcc.edu/sites/default/files/file/Community%20Ed/MidTermWinter%202014.pdf
	Board Policy 6.025 https://www.clatsopcc.edu/sites/default/files/file/policies/6_025%20%20Student%20Records.pdf
	OCCC SBDC website SBDC Website
	OCCC SBDC Small Business Development Center
Standard 2.D.1	TRIO/Plus Program https://www.clatsopcc.edu/student-resources/student-support-services/trio-plus-program
	Upward Bound/Talent Search https://www.clatsopcc.edu/getting-started/programs-high-school-students/trio-pre-college/upward-bound
	Running Start https://www.clatsopcc.edu/getting-started/programs-high-school-students/running-start
	Dual Credit https://www.clatsopcc.edu/getting-started/programs-high-school-students/dual-credit-coastal-commitment-programs
	College Now https://www.clatsopcc.edu/getting-started/programs-high-school-students/college-now
	Coastal Commitment

	https://www.clatsopcc.edu/getting-started/programs-high-school-students/dual-credit-coastal-commitment-programs
	Disabilities Service Office https://www.clatsopcc.edu/student-resources/student-support-services/disability-services
	Advising https://www.clatsopcc.edu/academics/academic-advising
	Collective Bargaining Agreement- Advising Loads for Faculty http://www.clatsopcc.edu/sites/default/files/file/Accreditation/FT%20Faculty%20CB%20Agreement%202013-2016.pdf
	Mandatory Advising https://www.clatsopcc.edu/academics/academic-advising
	Career Center https://www.clatsopcc.edu/student-resources/student-support-services/career-services
	Cooperative Work Experience https://www.clatsopcc.edu/academics/credit-other-learning/cooperative-work-experience
	Counseling https://www.clatsopcc.edu/student-resources/student-support-services/counseling-services-and-student-health-and-wellness-resources
	Volleyball Club https://www.clatsopcc.edu/student-resources/clubs-activities/clubs-organizations-directory/volleyball-club
	Phi-Theta Kappa https://www.clatsopcc.edu/student-resources/clubs-activities/phi-theta-kappa
	Latino Club https://www.clatsopcc.edu/student-resources/clubs-activities/clubs-organizations-directory/latino-club
	ASG https://www.clatsopcc.edu/student-resources/clubs-activities/associated-student-government
	Math Assistance Center https://www.clatsopcc.edu/student-resources/student-support-services/tutoring-center/math-assistance-center
	Library http://lrc.clatsopcc.edu/
	Distance Learning https://www.clatsopcc.edu/academics/online-education/clatsop-online-courses
Standard 2.D.2	Bandit Alerts https://www.clatsopcc.edu/student-resources/bandit-alerts
	Clery Act Notice to students http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Clery%20Act%20Notice.docx
	College website Clery Act reference https://www.clatsopcc.edu/about-ccc/student-consumer-information/safety-report
	Student Handbook Clery Act reference

	https://www.clatsopcc.edu/sites/default/files/file/2013-2014_Student_Handbook.pdf
	Board Policy 6.245 https://www.clatsopcc.edu/sites/default/files/file/policies/6_245%20Safety-Right%20to%20Know.pdf
Standard 2.D.3	Board Policy 6.015P http://www.clatsopcc.edu/sites/default/files/file/Accreditation/6_015P%20%20Default%20on%20Loans(1).pdf
	Catalog https://www.clatsopcc.edu/sites/default/files/file/CCC_2013-14_Catalog.pdf
	Admission Policy https://www.clatsopcc.edu/getting-started/admissions
	New Student Orientation http://www.clatsopcc.edu/sites/default/files/file/Accreditation/New%20Student%20Orientation.pdf http://www.clatsopcc.edu/sites/default/files/file/Accreditation/NSO%20Agenda.docx http://www.clatsopcc.edu/sites/default/files/file/Accreditation/NSO%20Postcard.pdf http://www.clatsopcc.edu/sites/default/files/file/Accreditation/NSOsurvey2012.pdf
Standard 2.D.5	Mission https://www.clatsopcc.edu/about-ccc/mission-vision-values/mission-statement
	Vision https://www.clatsopcc.edu/about-ccc/mission-vision-values/vision-statement
	Core Themes https://www.clatsopcc.edu/about-ccc/strategic-planning
	Admission policies https://www.clatsopcc.edu/getting-started/admissions
	Grading Policy https://www.clatsopcc.edu/sites/default/files/file/policies/5_016%20Grading.pdf
	Academic Programs https://www.clatsopcc.edu/academics/degrees-certificates
	Faculty Credentials (catalog pp. 120-1) https://www.clatsopcc.edu/sites/default/files/file/CCC_2013-14_Catalog.pdf
	Tuition & Fees https://www.clatsopcc.edu/getting-started/tuition-fees
	Refunds https://www.clatsopcc.edu/student-resources/financial-aid/beginning-process/refunds-and-return-of-title-iv-funds
	Financial Aid https://www.clatsopcc.edu/student-resources/financial-aid-scholarships
	Academic Calendar https://www.clatsopcc.edu/academics/academic-calendar
	Degrees and Certificates https://www.clatsopcc.edu/academics/degrees-certificates
	Student Handbook https://www.clatsopcc.edu/sites/default/files/file/2013-2014_Student_Handbook.pdf
	Student Code Conduct

	https://www.clatsopcc.edu/student-resources/student-issues-handbook/student-code-conduct
	OCCC Vision and Mission OCCC Vision and Mission
	OCCC Admission OCCC Admissions
	OCCC Grading Policies OCCC Grading Procedure
	OCCC Academic Policies Academic Policies
	OCCC Catalog OCCC College Catalog 2013-2014, see page 86
	OCCC College Policies OCCC College Policies
	OCCC Academic Policies Academic Policies
	OCCC Student Right to Know Student Right-to-Know
	OCCC Tuition and Fees OCCC Tuition and Fees Schedule
	OCCC Catalog OCCC College Catalog 2013-2014, see page 6
	OCCC Catalog OCCC College Catalog 2013-2014, see pages 4-6
	OCCC Adding Dropping or Withdrawing from Classes Adding, Dropping or Withdrawing from Classes
	OCCC Academic Calendars OCCC Academic Calendars
	OCCC Catalog OCCC College Catalog 2013-2014, see pages 79-80
Standard 2.D.6	Nursing Program Application https://www.clatsopcc.edu/sites/default/files/file/Nursing%20Allied%20Health/2014%20Nursing%20Program%20Information%20%26%20Application%20Packet.pdf
	Catalog (Employment and Wages) https://www.clatsopcc.edu/programs/all-academic-programs/accounting-technician
Standard 2.D.7	OAR Division 166 Chapter 450 http://arcweb.sos.state.or.us/pages/rules/oars_100/oar_166/166_450.html
	Board Policy 6.025 https://www.clatsopcc.edu/sites/default/files/file/policies/6_025%20%20Student%20Records.pdf
	Board Policy 6.025P-1 http://www.clatsopcc.edu/sites/default/files/file/6_025P-1-Ferpa.pdf
Standard 2.D.8	Federal Financial Aid Guidelines https://ifap.ed.gov/fsahandbook/attachments/1314FSAHandbookCompleteActiveIndex.pdf

	Financial Aid Regulations https://ifap.ed.gov/fsahandbook/attachments/1314FSAHandbookCompleteActiveIndex.pdf
	Financial Aid Audit https://www.clatsopcc.edu/sites/default/files/file/Finance%26Operations/FYE2013_Audit.pdf
	CCC Foundation https://www.clatsopcc.edu/community/ccc-foundation
	Financial Aid Information on the web https://www.clatsopcc.edu/student-resources/financial-aid-scholarships
	Financial Aid Information in Catalog and Handbook (Paying for College) https://www.clatsopcc.edu/sites/default/files/file/CCC_2013-14_Catalog.pdf https://www.clatsopcc.edu/sites/default/files/file/2013-2014_Student_Handbook.pdf
	OSCC Applying for Financial Aid Applying for Financial Aid
	OSCC Scholarship Opportunities Scholarship Opportunities
	OSCC SEAL Program SEAL Program),
	OSCC On Coast Scholars program Oregon Coast Scholars Program
Standard 2.D.9	Federal Student Loan Disclosure Requirements http://www.direct.ed.gov/pubs/plusplain.pdf
	Satisfactory Academic Progress http://www.direct.ed.gov/pubs/plusplain.pdf
	Title IV Refund and Repayment https://www.clatsopcc.edu/student-resources/financial-aid/beginning-process/refunds-and-return-of-title-iv-funds
Standard 2.D.10	Mandatory Advising https://www.clatsopcc.edu/academics/academic-advising
	Plus Program https://www.clatsopcc.edu/student-resources/student-support-services/trio-plus-program
	OSCC Advising Specialists Advising Specialists
	OSCC Advising Information Advising Information
Standard 2.D.11	Board Policy 6.235 https://www.clatsopcc.edu/sites/default/files/file/policies/6_235%20Student%20Organizations.pdf
	OSCC ASG OSCC Associated Student Government
Standard 2.D.12	Bookstore https://www.clatsopcc.edu/student-resources/bookstore
	Café https://www.clatsopcc.edu/student-resources/clatsop-cafe

Standard 2.D.14	Public Law 110-315 http://www.gpo.gov/fdsys/pkg/PLAW-110publ315/content-detail.html
	OCCC Distance Education Add course form OCCC Distance Education Add Course form
	OCCC Student Verification—proctoring Student Verification-proctoring
Standard 2.E.1	Library strategic plan
	Orbis Cascade Alliance courier system
	Firstsearch
	Library Website http://lrc.clatsopcc.edu/
	OCCC Library Services for Faculty OCCC Library Services for Faculty
	OCCC Chinook Libraries Network Chinook Libraries Network
	OCCC Mission Statement OCCC Mission Statement
Standard 2.E.2	strategic plan
	Annual Faculty Survey http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Faculty%20Survey%202014.docx
	OCCC Chinook Library Network Chinook Library Network
Standard 2.E.3	Instruction and Assessment Table
	Education Assessment
	OCCC Library Instruction Request Library Instruction Request
	OCCC Serve, Earn, and Learn (SEAL) Scholarship Serve, Earn & Learn (SEAL) scholarship
Standard 2.E.4	Library strategic plan
Standard 2.F.1	Board Policies 3.105, 3.110, 3.115 https://www.clatsopcc.edu/sites/default/files/file/policies/3_105%20Borrowing%20Funds.pdf https://www.clatsopcc.edu/sites/default/files/file/policies/3_110%20Investment%20of%20Funds.pdf https://www.clatsopcc.edu/sites/default/files/file/policies/3_115%20Depository%20of%20Funds.pdf
	General Fund Reserve Chart http://www.clatsopcc.edu/sites/default/files/file/Accreditation/General%20Fund%20reserves%20Accreditation%20Charts.xlsx
	CCSF Allocation http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Distribution%20Formula%20January%2015%202014%20203rd%20Qtr%20Sent%201%2021%2014.xls
	Strategic Plan

	https://www.clatsopcc.edu/sites/default/files/file/strategic/2013-2017%20Strategic%20Plan%20May%209%202013.pdf
Standard 2.F.3	Board Policy 3.005 https://www.clatsopcc.edu/sites/default/files/file/policies/3_005%20Budget%20Prep(1).pdf
	Budget Worksheet http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Comm%20Ed-Self%20Supp.pdf
	Budget Committee https://www.clatsopcc.edu/about-ccc/financial-and-budget-reports
	OCCC Board Policies- Business Board of Education-Financial policies
	Adopted Budget 2013-14 OCCC Adopted Budget 2013-2014
	Financial Audit 2011-12 OCCC Financial Audit 2011-2012
Standard 2.F.4	ORS Chapter 261-304 http://law.justia.com/codes/oregon/2011/vol7
	GAAP http://www.fasab.gov/accounting-standards/authoritative-source-of-gaap/
	NACUBO http://www.nacubo.org/
	Board Policy 3.005 https://www.clatsopcc.edu/sites/default/files/file/policies/3_005%20Budget%20Prep(1).pdf
	Board Policy 3.130 https://www.clatsopcc.edu/sites/default/files/file/policies/3_130%20Financial%20Reports%20and%20Statements.pdf
	Board Policy 3.140 https://www.clatsopcc.edu/sites/default/files/file/policies/3_140%20Audits.pdf
	Financial Statement https://www.clatsopcc.edu/sites/default/files/file/board/minutes/2014%20Minutes/APPROVED%2001_14_14RBM.pdf
	OCCC Adopted Budget OCCC Adopted Budget 2013-2014
	OCCC Financial Report OCCC Financial Report 2012
Standard 2.F.5	Board Policy 3.105 https://www.clatsopcc.edu/sites/default/files/file/policies/3_105%20Borrowing%20Funds.pdf
Standard 2.F.7	CliftonLarsonAllen LLC http://www.cliftonlarsonallen.com/
	2013 Financial Statement (findings and recommendations) https://www.clatsopcc.edu/sites/default/files/file/Finance%26Operations/FYE2013_Audit.pdf
	ORS 341-709 http://www.oregonlaws.org/ors/341.709

	June 30 2013 CAFR https://www.clatsopcc.edu/sites/default/files/file/Finance%26Operations/FYE2012_Audit.pdf
	OSCC Financial Report OSCC Financial Report 2012
Standard 2.F.8	CCC Foundation https://www.clatsopcc.edu/community/ccc-foundation
	CCC Foundation Board of Directors https://www.clatsopcc.edu/community/ccc-foundation
	Audit http://www.clatsopcc.edu/sites/default/files/file/Accreditation/4-foundation%20audit.pdf
	OSCC Foundation OSCC Foundation-Principles
Standard 2.G.1	Master Plan http://www.clatsopcc.edu/sites/default/files/file/Accreditation/CCC_SD_Report_FINAL.pdf
	Mission https://www.clatsopcc.edu/about-ccc/mission-vision-values/mission-statement
	Core Themes https://www.clatsopcc.edu/about-ccc/strategic-planning
	Main Campus https://www.clatsopcc.edu/about-ccc/campuses/main-campus https://www.clatsopcc.edu/about-ccc/campuses/main-campus/main-campus-map
	MERTS Campus https://www.clatsopcc.edu/about-ccc/campuses/merts
	Maritime Science Center https://www.clatsopcc.edu/programs/all-academic-programs/maritime-science
	IMTC https://www.clatsopcc.edu/about-ccc/campuses/merts/industrial-manufacturing-technology-center
	Living Machine https://www.clatsopcc.edu/sites/default/files/file/Living_Machine_Tour.pdf
	Fire Response and Research Center https://www.clatsopcc.edu/about-ccc/campuses/merts/fire-response-research-center
	South County https://www.clatsopcc.edu/about-ccc/campuses/south-county-campus
	Clatsop County Natural Hazard Mitigation Plan http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Clatsop_County_Hazard_Mitigation_Plan_2008.pdf
Standard 2.G.2	Chemical Hygiene Plan http://www.clatsopcc.edu/sites/default/files/file/Accreditation/Chemical%20Hygiene%20Plan%2011-09%20Final.docx
	OSCC Board Policy 742 Board of Education-Policy 742

	OCCC Integrated Pest Management Policy Integrated Pest Management Policy
Standard 2.G.3	Master Plan http://www.clatsopcc.edu/sites/default/files/file/Accreditation/CCC_SD_Report_FINAL.pdf
	Mission https://www.clatsopcc.edu/about-ccc/mission-vision-values/mission-statement
	Core Themes https://www.clatsopcc.edu/about-ccc/strategic-planning
Standard 2.G.4	CASE Grant https://www.clatsopcc.edu/about-ccc/press-releases/new-ccc-career-center-connects-students-employers

Non-Discrimination: It is the policy of Clatsop Community College that there will be no discrimination or harassment on the grounds of race, color, gender, marital status, religion, national origin, age, sexual orientation, gender identity or expression or disability in any educational programs, activities, or employment. Questions or complaints should be directed to Leslie Lipe, Affirmative Action/Gender Equity (Title IX) Officer in the CCC Library, Suite 108B, 503-338-2450; TDD 503-338-2468. The Title II/Section 504 Coordinator, Christine Riehl, is located in the Student Services Center, 503-338-2474.

Declaración de no-discriminación: Es la política de Clatsop Community College que no habrá ningún tipo de discriminación o acoso por razón de raza, color, género, estado civil, religión, origen nacional, edad, orientación sexual, identidad de género o expresión discapacidad en los programas educativos, actividades o en la contratación. Preguntas o quejas deben ser dirigidas al Leslie Lipe, Oficial de Acción Afirmativa / Título IX localizado en la Biblioteca oficina número 108, número de teléfono 503-338-2450, TDD (discapacidad auditiva) 503-338-2468. El Coordinador de la Titulo II/Sección 504, Christine Riehl, se encuentra en el Centro de Servicios Estudiantiles, número de teléfono 503-338-2474. Para ADA y otras peticiones de servicios llame al 503-338-2474 o para TDD (discapacidad auditiva) 503-338-2468.



**Clatsop
Community
College**



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(503) 338-2411 or Toll Free 1-855-252-8767, FAX (503) 325-5738